# College of The Albemarle

## 2001- 2003 Catalog



College of The Albemarle
40TH
Anniversary
Serving The Albemarle

www.albemarle.cc.nc.us

## Elizabeth City Campus

College of The Albemarle

1208 North Road Street

P.O. Box 2327

Elizabeth City, NC 27906-2327

Telephone: (252) 335-0821

Telefax: (252) 335-2011



## Dare County Campus

College of The Albemarle

132 Russell Twiford Road

Manteo, NC 27954

Telephone: (252) 473-2264 or (252) 473-3593

Telefax: (252) 473-5497



## Chowan County Center

College of The Albemarle

1316-C North Broad Street

Edenton, NC 27932

Telephone: (252) 482-7900

Telefax: (252) 482-7999



## Accreditation

College of The Albemarle is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone Number 404-679-4501) to award associate degrees, diplomas, and certificates.

Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree and the Associate in General Education degree, are transferable to senior colleges and universities for a higher degree.

College of The Albemarle's Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, Telephone Number 1-800-669-1656, Fax 212-812-0393).

## Publication Information

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. College of The Albemarle reserves the right to discontinue at any time any programs or courses described in this catalog. While every effort will be made to give advance notice of any change of a program or course, such notice is not guaranteed nor required. This catalog should not be considered a contract between College of The Albemarle and any prospective student.

Unless otherwise indicated in a college publication, this catalog becomes effective Fall 2001 and remains in effect through Summer 2003.

# Message From The President

Dear Students:

Welcome to College of The Albemarle as we celebrate 40 years of service to northeastern North Carolina. The faculty and staff of the college are glad that you have decided to continue your education at our institution. You have selected an institution with a strong academic reputation. Many of our graduates have moved on to be leading business owners, politicians, technicians, educators, professionals, and community leaders.

You will find that COA is an unusually friendly and supportive educational environment. The size of our campuses and centers allows for regular interaction among students, faculty, and staff. Everyone at the college is committed to helping you to meet your educational goals. If you want to learn and be successful, we will help you to make it happen.

At COA, our priority is to provide a learning environment that will enable you to succeed in acquiring the knowledge and skills you need to enter the labor force, advance in your current job, find a better job, transfer to a four-year institution, or enrich your life experiences.

This catalog is a great way for you to become acquainted with the many programs offered by the college. Keep it handy and use it to track your progress. If the catalog does not answer your questions fully, then I urge you to visit our Admissions Office so that we can respond to you personally.

Communicate directly with my office or the Admissions Office if you are interested in a program that is not currently offered at College of The Albemarle. This information will help the college respond to your needs. Many of the new programs that you will find in this catalog are the result of input from students and potential students.

Feel free to contact any of our faculty and staff members when you have questions or need assistance. We are here to facilitate your efforts. The COA family would like to play a major role in your educational success.

Sincerely yours,

Sylvester McKay, Ph.D.

President

# Table of Contents

# Calendar

## Fall Semester 2001

| | |
|---|---|
| Fall Registration Begins | Monday, July 16 |
| Fall Convocation | Thursday, August 16 |
| First Day of Classes | Monday, August 20 |
| Last Day to Register | Wednesday, August 22 |
| End of Refund Period: First Eight-Week Session | Thursday, August 23 |
| End of Refund Period: 16-Week Session | Wednesday, August 29 |
| Labor Day Holiday | Monday, September 3 |
| Last Day to Withdraw Without Grade Penalty | Monday, October 15 |
| Last Day of First Eight-Week Session | Monday, October 15 |
| First Day of Second Eight-Week Session | Tuesday, October 16 |
| End of Refund Period: Second Eight-Week Session | Friday, October 19 |
| Mid-Term Break | Monday-Tuesday, October 22-23 |
| Thanksgiving Holiday (no classes) | Wednesday-Friday, November 21-23 |
| Last Day of Classes | Monday, December 10 |
| Exam Week | Tuesday-Monday, December 11-17 |
| Fall Semester Ends | Monday, December 17 |

## Spring Semester 2002

| | |
|---|---|
| Spring Registration Begins | Monday, November 12, 2001 |
| Late Registration | Thursday-Wednesday, January 3-9 |
| First Day of Classes | Monday, January 7 |
| Last Day to Register | Wednesday, January 9 |
| End of Refund Period: First Eight-Week Session | Thursday, January 10 |
| End of Refund Period: 16-Week Session | Wednesday, January 16 |
| Martin Luther King, Jr. Holiday | Monday, January 21 |
| Mid-Term Break (Make Up Days) | Tuesday-Friday, February 26-March 1 |
| Last Day to Withdraw Without Grade Penalty | Friday, March 8 |
| Last Day of First Eight-Week Session | Friday, March 8 |
| First Day of Second Eight-Week Session | Monday, March 11 |
| End of Refund Period: Second Eight-Week Session | Thursday, March 14 |
| Spring Holiday (no classes) | Monday-Friday, April 1-5 |
| Last Day of Classes | Friday, May 3 |
| Exam Week | Monday-Friday, May 6-10 |
| Spring Semester Ends | Friday, May 10 |
| Spring Commencement | Wednesday, May 15 |

## Summer Session 2002

| | |
|---|---|
| Registration Begins | Monday, April 15 |
| First Day of Classes | Monday, May 20 |
| End of Refund Period: First Five-Week Session | Tuesday, May 21 |
| Memorial Day Holiday | Monday, May 27 |
| End of Refund Period:10-Week Session | Tuesday, May 28 |
| Last Day to Withdraw Without Grade Penalty | Monday, June 24 |
| Last Day of First Five-Week Session | Monday, June 24 |
| First Day of Second Five-Week Session | Tuesday, June 25 |
| End of Refund Period: Second Five-Week Session | Wednesday, June 26 |
| Independence Holiday | Thursday, July 4 |
| Summer Semester Ends | Tuesday, July 30 |
| Summer Commencement | Thursday, August 1 |

## Fall Semester 2002

Fall Registration Begins ............................................................................ Monday, July 15
Fall Convocation ...................................................................................... Thursday, August 15
First Day of Classes .................................................................................. Monday, August 19
Last Day to Register or Add Classes ........................................................ Wednesday, August 21
End of Refund Period: First Eight-Week Session .................................... Thursday, August 22
End of Refund Period: 16-Week Session .................................................. Wednesday, August 28
Labor Day Holiday .................................................................................. Monday, September 2
Mid-Term Break ...................................................................................... Monday-Tuesday, October 14-15
Last Day to Withdraw Without Grade Penalty ........................................ Wednesday, October 16
Last Day of First Eight-Week Session ...................................................... Wednesday, October 16
First Day of Second Eight-Week Session .................................................. Thursday, October 17
End of Refund Period: Second Eight-Week Session ................................ Tuesday, October 22
Thanksgiving Holiday (no classes) ............................................................ Wednesday-Friday, November 27-29
Last Day of Classes .................................................................................. Monday, December 9
Exam Week ................................................................................................ Tuesday-Monday, December 10-16
Fall Semester Ends .................................................................................... Monday, December 16

## Spring Semester 2003

Spring Registration Begins ...................................................................... Monday, November 11, 2002
Late Registration ...................................................................................... Thursday-Wednesday, January 2-8
First Day of Classes .................................................................................. Monday, January 6
Last Day to Register .................................................................................. Wednesday, January 8
End of Refund Period: First Eight-Week Session .................................... Thursday, January 9
End of Refund Period: 16-Week Session .................................................. Wednesday, January 15
Martin Luther King, Jr. Day .................................................................... Monday, January 20
Last Day to Withdraw Without Grade Penalty ........................................ Monday, March 3
Last Day of First Eight-Week Session ...................................................... Monday, March 3
Mid-Term Break (Make-Up Days) .......................................................... Tuesday-Friday, March 4-7
First Day of Second Eight-Week Session .................................................. Monday, March 10
End of Refund Period: Second Eight-Week Session ................................ Thursday, March 13
Spring Holiday (no classes) ...................................................................... Monday-Friday, April 21-25
Last Day of Classes .................................................................................. Friday, May 2
Exam Week ................................................................................................ Monday-Friday, May 5-9
Spring Semester Ends ................................................................................ Friday, May 9
Spring Commencement .............................................................................. Wednesday, May 14

## Summer Session 2003

Registration Begins .................................................................................. Monday, April 14
First Day of Classes .................................................................................. Monday, May 19
End of Refund Period First Five-Week Session ........................................ Tuesday, May 20
Memorial Day Holiday .............................................................................. Monday, May 26
End of Refund Period: 10-Week Session .................................................. Tuesday, May 27
Last Day to Withdraw Without Grade Penalty ........................................ Monday, June 23
Last Day of First Five-Week Session ........................................................ Monday, June 23
First Day of Second Five-Week Session .................................................... Tuesday, June 24
End of Refund Period: Second Five-Week Session .................................. Wednesday, June 25
Independence Holiday .............................................................................. Friday, July 4
Last Day of Classes .................................................................................. Monday, July 28
Summer Commencement .......................................................................... Wednesday, July 30

# Introduction

## History

College of The Albemarle is celebrating 40 years of serving the Albemarle. Just four decades ago, the seven Albemarle counties sprawled over a vast, watery coastal area with some major economic challenges. The four major industries were all seasonal: agriculture, fishing, lumbering and tourism. According to a report written in 1972, "…transportation was difficult in the region; the high school drop-out rate was high; unemployment was consistently higher than the rest of the state; and over one-half of the region's families earned less than $3,000 in 1960." (*To Take A Chance*, published by College of The Albemarle, 1972)

The economic pressures and conditions had been increasing since the mid-1940's with a growing population, industrialization, and the surge of World War II veterans returning home to North Carolina in the mid to late 1940's. These conditions created a demand for educational facilities, and in Pasquotank County, several local groups and individuals were working hard to answer the call.

Local interest to start a community college began in Elizabeth City by 1957. The Elizabeth City Chamber of Commerce formed a special committee that was convinced of the need to establish a comprehensive community college. From this committee began the work of surveying potential students, planning a facility, developing funding, and selling the idea to the citizens.

By the fall of 1960, the Pasquotank County voters by a vote of more than two to one agreed to pay a special tax of fifteen cents per $100 evaluation to support a new college. Approval from the State of North Carolina to begin a college and funding from the state legislature were next. The official charter was issued on December 16, 1960, making College of The Albemarle the first college chartered by the state under the Community College Act of 1957. From this point, more hard work was being done to initiate an opening in September of 1961.

College of The Albemarle opened its doors in a remodeled facility known as the former Albemarle Hospital on Riverside Avenue in Elizabeth City on September 21, 1961. The school served one hundred and thirteen students at the single campus. Today, College of The Albemarle serves more than 2400 students at locations in Elizabeth City, Dare County, and Chowan County.

COA is one of 58 comprehensive community colleges in the North Carolina Community College System recognized for providing accessible education, training, and retraining. The college currently serves Pasquotank, Camden, Chowan, Currituck, Dare, Gates, and Perquimans counties. Students taking credit courses may take advantage of various program offerings by obtaining an Associate degree, a diploma, or a certificate. The campus' educational services can be broadly categorized into three areas: college transfer programs, occupational programs, and continuing education programs. The Continuing Education Division encompasses activities and classes ranging from adult basic skills education to non-credit general interest courses open to the community.

A nineteen-member Board of Trustees oversees the college operations. Members of this group are appointed for four-year terms. Appointments are received from the Governor, Boards of County Commissioners from each county COA serves, and the Elizabeth City-Pasquotank Public Schools Board of Education. The Board of Trustees holds monthly meetings, and sub-committees gather a week before the regularly scheduled meeting to organize work in the areas of Finance, Policy and Planning, Building and Grounds, as well as Instructional and Student Development. The college President serves as secretary to the board, and a student member of the Student Government Association (SGA) is also invited to serve.

College of The Albemarle is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone number 404-679-4501) to award Associate degrees, diplomas, and certificates. Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree and the Associate in General Education degree, are transferable to senior colleges and universities toward a higher degree.

With the start of 2001, the college is developing a self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools. The study involves a comprehensive evaluation of every aspect of the college's operations – its organization and administration, educational programs, financial operations, learning resources center, student development, physical plant, and special activities; and a thorough examination of the faculty – recruitment, selection, organization, professional growth and competence, salaries, benefits security, teaching loads and effectiveness. This process will reflect an all-inclusive effort of the college community: the students, faculty, staff, administrators, and board of trustees. It will require more than a year of work before it is ready for submission to the SACS Visiting Committee in March/April of 2003.

Another important accreditation for the college is specific to the Nursing Program, and it comes from the National League for Nursing Accrediting Commission (NLNAC). The program first received national accreditation in June of 1996. A visiting team from NLNAC came to COA in February 2001 as part of a five-year re-accreditation process. This catalog has been published before any official announcement of reaccreditation.

Students at College of The Albemarle find outstanding faculty to serve their needs. COA is the professional home for more than one hundred and sixty full-time faculty and staff. The faculty and professional staff hold degrees from universities and colleges from around the country. A listing of individuals employed full-time by the college is available in the College Directory on page 127 of this catalog.

Low in-state tuition rates make college education affordable at College of The Albemarle. To look at fees and expenses, turn to page 18 of this catalog. Financial assistance in the form of private scholarships and financial aid is available to students who apply by April 15th each year.

The College of The Albemarle Foundation is a nonprofit charitable corporation chartered in 1980 to receive and manage gifts in support of the educational mission of the college. It provides funds for capital needs, equipment, staff development, program support, and scholarships. As of January 1, 2001, the foundation was responsible for managing more than $4.8 million in assets.

A Board of Directors, comprised of 24 business leaders, friends, and alumni, oversees the work of the foundation and makes the funding decisions. An Executive Director supports the foundation in its efforts. The foundation can be reached at (252) 335-0821, ext. 2265.

In the coming years, College of The Albemarle will proudly manage a 6.5 million-dollar gift from taxpayers. The 2000 Higher Education Bond Referendum passed with more than a 70-percent passing rate in all 100 counties in North Carolina. This bond referendum provides a total of $600 million to public universities and colleges. The money is to be used for repairing and renovating existing facilities along with building new structures. College of The Albemarle's Board of Trustees and Administrators intend to use the funds wisely for developing a campus-type atmosphere in Chowan County, building a new Allied Health and Wellness Center at the Elizabeth City Campus, opening a Vocational Training Center in Dare County, and making significant repairs and renovations on the Elizabeth City Campus.
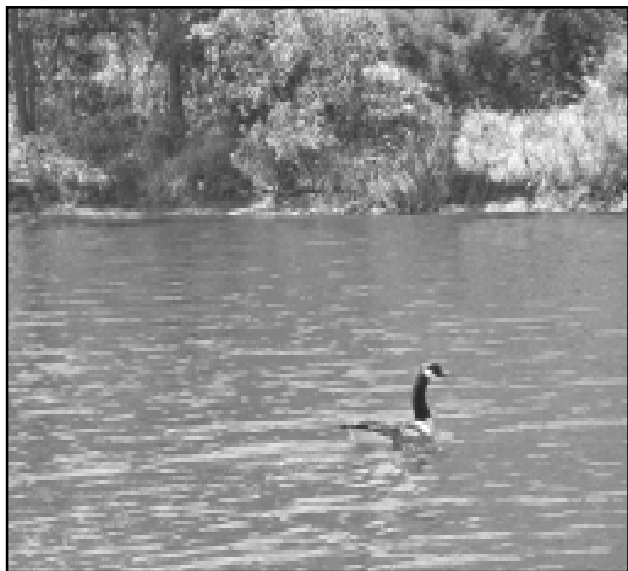


## Elizabeth City Campus



College of The Albemarle's Elizabeth City Campus is a 40-plus-acre site on highway U.S. 17 North of Elizabeth City. The first building was built on this campus in 1972. The "Technical Center," now known as Building "C," was Phase I of a two-phase project. In Phase II, plans were to accommodate the library, college transfer courses, and administrative offices. The final move to this site from the original COA Campus on Riverside Avenue took place in December of 1980. The college then offered a modern, consolidated campus.

Today, on the Elizabeth City Campus, five major buildings provide space for administrative and faculty offices, classrooms, laboratories, a college bookstore, a deli/snack bar, a student center, the Learning Resources Center (library), computer labs, a lecture auditorium, and a learning lab.

The campus features the COA Community Center Auditorium that offers 1,000 seats before a state-of-the-art theatre stage. The Auditorium is a venue for a number of touring shows throughout the year. COA students from the Fine Arts Program assist with many of these touring shows as part of their instructional program. Touring shows include play productions, symphonies, mimes, children's shows, touring musical artists, and storytellers. The shows are often free or available at a reduced rate to COA students by contacting the Auditorium Box Office.

The COA Elizabeth City Campus is home to the Small Business Center that serves the entire region. Seminars, computer classes, customized workshops, learning materials, and one-on-one counseling are available for employees, entrepreneurs, and small business owners.

The campus' newest building, the Technology Center, houses an Information Highway Room. This 21-seat facility offers two-way videoconferencing through a system known as the North Carolina Information Highway. Instructors from miles away can deliver a lesson by two-way video. Both the instructor and the students can communicate with each other from this special high-tech room. The COA Dare County Campus also features such a facility that can communicate with hundreds of Information Highway Rooms across the state. The Technology Center at the Elizabeth City Campus also offers six computer labs and a large conference room that can be divided into three separate areas. This conference room is often used by public groups for meetings.

Another division located in the Technology Center, Building E, is the Continuing Education Division. For anyone wanting to take non-credit courses, the Continuing Education Division provides professional training, classes in crafts and hobbies, and many options for personal enrichment and growth. Everything from computer courses, to painting and pottery, to Notary Public Training classes are available.

## Dare County Campus

College of The Albemarle's Dare County Campus opened in 1984 as the first satellite campus of the college. COA had offered classes in Dare County as early as the 1960's in various borrowed facilities, but population growth and student demand justified the opening of a full-time center. Today, the campus is waterside on Roanoke Island and is easily accessible from the North Beaches, Hatteras Island, the Mainland, and nearby Currituck.

The Dare County Campus is on Russell Twiford Road at the intersection of highway U.S. 64 and state road 345 in Manteo. It features a new high-tech facility known as the Diane Baum St. Clair Technology Education Center. This new facility opened in the fall of 2000 with support by the 1993 bond referendum, Dare County financial support, and contributions from local philanthropist Diane Baum St. Clair.



The Dare Campus Technology Education Center features six computer labs, classroom and office space, as well as a 62-seat Information Highway Room. This new building is linked with the original Administration Building by beautiful decking. On the back decks, students can enjoy the sun, the water, and the wildlife.

When the Dare County Campus first opened, the Administration Building was a converted skating rink. The building was expanded to allow for a student center, more classrooms, a library, and office space for this growing campus. The facility has even been recently remodeled in the summer of 2000.

Faculty and staff at the Dare County Campus provide one-on-one counseling and services for students. Curriculum programs taught at the campus include Business Administration, Early Childhood, Information & Office Systems, plus courses in English, History, Math and Science to name a few. Basic Law Enforcement Training (BLET) is also offered as well as a growing number of internet classes, telecourses, and Information Highway classes.

The Dare County Campus' Continuing Education Division provides on-going professional training, classes in crafts and hobbies, and many options for personal enrichment and growth. The campus also features a learning lab for Basic Skills Education.

The Outer Banks Chamber of Commerce works in partnership with the COA Small Business Center to provide special seminars and training events for Dare County businesses at locations across the Outer Banks. Dozens of offerings are available annually and can be customized by request.

## Chowan County Center



The Chowan County Center has made impressive growth over the past 12 years. It started as an Adult Education Center in a leased facility on North Broad Street in November of 1989. The center's mission was to improve literacy and was made possible through the efforts of *The Chowan Herald*, Edenton-Chowan Chamber of Commerce, Chowan County government, Edenton town government, and North Carolina National Bank (NCNB). According to a report by Howard Kohn, II from *The Chowan Herald*, "Chowan County's population at that time was about 13,000 persons, with 54-percent in the category of having less than a high school education and 47-percent of that group were adults who were functionally illiterate and could not fill out a job application," (College of The Albemarle Edenton-Chowan Adult Education Center publication – October 1989).

By December 1992, the center had moved and expanded. This time, the name changed to the "Chowan County Center" and offered more than just basic skills instruction in reading, math, GED preparation, and English as a Second Language classes. The new facility at the Edenton Village Shopping Center allowed students and volunteers more room, plus made available curriculum courses and a variety of continuing education courses. For several years, these types of courses had been offered at various times and various locations such as at the John A. Holmes High School. Yet, the new facility meant a new charge for the college: allow Chowan County residents to advance further in their educational goals at a single Chowan facility, all while staying a little closer to home.

Today, the Chowan County Center is proud to offer certificate and diploma programs in the following areas: Early childhood, Nursing Assistant, Medical Office Transciption, Receptionist, Word Processing, and Building Construction.

First-year courses toward degrees in the following areas are available on-site: Associate in General Education, Associate in Arts, Business Administration, Medical Office Administration, and Office Systems Technology.

The Chowan County Center is serving northeastern North Carolina as a Regional CISCO Academy. The college currently serves seven local academies: Edenton-Chowan, Perquimans, northwest Halifax, Tyrrell, Bertie, and Elizabeth City-Pasquotank public schools. Courses leading to CISCO and A+ certifications are also available.

Effective January 2001, a Prometric Testing Center was established on-site. Prior to this, citizens had to travel to Virginia or Greenville, NC to take certification exams.

Business and Industry Training has brought in excess of $76,000 to Chowan County through education and training opportunities. Clients served through direct training dollars include: Albemarle Boats, Carolina Classic, Regulator Marine, Seabrook Ingredients, and United Piece Dye Works. Additional workshops and seminars are made available through the Small Business Center and Edenton-Chowan Chamber of Commerce partnership.

The center continues its strong history of offering Basic Skills (ABE, GED, AHS Diploma, ESL, and HRD classes), Workforce Development, and Continuing Education courses. Corporate and Continuing Education courses include workforce development training, employability skills training, computer training, and a wide variety of self-interest classes.

## Additional Facilities

Additional college facilities in Elizabeth City include the Extension Center, located alongside the Pasquotank River on Riverside Avenue, where sailing classes are offered. In addition to The Learning Lab on the Elizabeth City Campus, a second center is located at the Edgewood Center on Parkview Drive. Each center provides instruction in English, math, reading and help with preparing for the GED or Adult High School Diploma. The COA Learning Centers also provide life skills/employability instruction, and all instruction and assistance are free of charge.

North of Elizabeth City, more than half a dozen COA employees work at the Pasquotank Correctional Institution. Here, the college offers inmates educational opportunities ranging from Basic Skills to diploma programs.

# COA Pride

Self-respect. . . Dignity. . . High-minded personal values. . . Satisfaction taken in your achievements. . . The fulfillment received from doing your best. This is pride.

Courtesy. . . Responsibility. . . Service. . . Respect for fellow students, faculty, and staff. . . Taking responsibility for your actions. This is COA Pride.

COA Pride is an agreement among all students, faculty, and staff to sustain an excellent community for learning. We all work together to maintain a safe and clean campus. Each of us contributes to a friendly and helpful atmosphere from which all of us benefit. This includes refraining from using profanity, placing trash in cans, attending every class on time, completing each assignment to the best of our ability, providing assistance to newcomers, participating in activities and services, and enabling each member of our campus community to reach individual and common goals. COA Pride sets a high standard of excellence for all of us.

# Purpose of the College

The purpose of College of The Albemarle is to provide accessible education, training, and retraining for better jobs and better lives in northeastern North Carolina.

# Mission Statement

In keeping with the mission of the North Carolina Community College System, College of The Albemarle opens the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- Education, training, and retraining for the work force, including basic skills and literacy education, occupational, and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals which improve the quality of life.

# Statement of Our Values

We respect the students, clients, and fellow employees whom we serve. We believe in the dignity and potential of every person. We appraise others by the depth of their character, appreciating their cultural heritages and their diverse opinions.

We respect our relationships with one another. We work with one another on the basis of trust, giving trust to others and seeking to earn their trust by speaking and acting with integrity, dependability, and sincerity. We value interdependent teamwork which operates through the exercise of mutual respect and the sharing of ideas and decisions.

We respect the educational process which we provide. We value excellence in instruction. Through the practice of our values and attitudes, we seek to foster the education of the whole person.

We respect the community which we serve. We value participation in and service to the community as one of the responsibilities of citizenship. We value the resources provided to us by our community and seek to employ them efficiently and effectively.

## Equal Opportunity Institution

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy to comply with the provisions of the Civil Rights Act of 1964 and other acts banning discrimination because of race, national origin, color, religion, gender, disability, age, or political affiliation with regard to its students, employees, or applicants for admission or employment.

## Accountability

### North Carolina Community College System Performance Standards

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors (CSF) Report. This factor is labeled "Core Indicators of Success," for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System's major public accountability tool. These performance measures and standards were reported and monitored during the 1999-2000 year and replaced both the previous Critical Success Factors standards and the Annual Program Review Standards. Each college is required to publish performance on the 12 measures annually in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted. The following chart lists the twelve measures and standards. Colleges may choose one other performance measure from the list. College of The Albemarle's sixth measure is indicated by the (*).

| Performance Measure | College of the Albemarle's Results |
|---|---|
| 1. Progress of Basic Skills Students<br>Students progressing within level; completing level entered or prede-termined goal; completing level and advancing to the next level.<br>STANDARD: 75 PERCENT | *1999-2000*<br>*COA's Composite Progress Percent was 82%-83% (with inmates transferred-out excluded).* |
| 2. Performance of College Transfer Students<br>Percent with an overall GPA of 2.0 or higher after one academic year at a UNC institution.<br>STANDARD: 84 PERCENT | *1997-1998*<br>*COA had 83 total transfers to a UNC institution with 87% having a GPA greater than 2.0 after two semesters at a UNC institution.* |
| 3. Passing Rates for Licensure & Certification Exams<br>Passing Rate-First Time Test Takers<br>STANDARD: AGGREGATE INSTITUTIONAL PASSING RATE: 80 PERCENT; EXAM SPECIFIC PASSING RATE: 70 PERCENT. | *1999-2000*<br>*7 exams reported as of catalog printing with an aggregate institutional passing rate of 83%. Two exams had passing rates less than 70%.* |
| 4. Passing Rates of Students in Developmental Courses<br>Passing rates for developmental courses in English, Mathematics, Reading.<br>STANDARD: 70 PERCENT | *1999-2000*<br>*Combined passing rate of students in developmental courses (89%).* |
| 5. Success Rate of Developmental Students in Subsequent College-Level Courses<br>Comparative Analysis-Developmental English with English 111<br>Developmental Math with first college-level math<br>Developmental Reading with first social science course<br>STANDARD: STATISTICAL EQUIVALENT ON DEVELOPMEN-TAL STUDENTS. | *Software needed to track this information is in the devel-opment stages. Data on this measure was not available at catalog printing.* |
| 6. Program Enrollment<br>Unduplicated Headcount<br>STANDARD: 3-YEAR AVERAGE ANNUAL HEADCOUNT MINIMUM OF 10 STUDENTS | *1999-2000*<br>*COA reported 3 years of data (97, 98, 99) for 23 programs. 22 or 96% of these programs met the standard of having a 3-year average annual headcount minimum of 10 students.* |
| 7. Student Satisfaction Completers and Non-Completers<br>Satisfaction with quality of college programs and services<br>STANDARD: 85 PERCENT | *2000-2001*<br>*96% of completers and non-completers reported satisfac-tion with the quality of the colleges programs and services.* |
| 8. Goal Completion of Program Completers and Non-Completers<br>Percent achieving goal<br>STANDARD: 90 PERCENT | *1999-2000*<br>*78% of completers and non-completers reported goal completion.* |
| 9. Curriculum Student Retention and Graduation<br>Defined cohort will either graduate or be retained from Fall to Fall.<br>STANDARD: 60 PERCENT | *1999-2000*<br>*53% of Fall 1999 cohort graduated or returned to COA Fall 2000.* |
| 10. Employer Satisfaction (*)<br>Employers will report being satisfied with education/training of com-munity college students.<br>STANDARD: 85 PERCENT | *The NC General Assembly allocated funds for a statewide survey of business and indusry in 2000-01. The results of the survey are not available as of catalog printing.* |
| 11. Employment Status of Graduates<br>Employment rate, adjusted for local unemployment conditions.<br>STANDARD: 90 PERCENT | *1998-1999*<br>*99.5% of graduates were employed within one year of completion.* |
| 12. Business/Industry Satisfaction with Services Provided<br>Business/indusrty surveyed will report being satisfied with the ser-vices provided by the community college.<br>STANDARD: 85 PERCENT | *The NC General Assembly allocated funds for a statewide survey of business and industry in 2000-01. The survey results were not available as of catalog printing.* |

# Admission to the College

College of The Albemarle follows the "open-door" admissions policy of the State Board of Community Colleges. This policy provides for the admission of any person who has attained a high school diploma or earned its equivalent (GED). Individuals who do not meet this requirement may enroll in COA's GED or Adult High School Diploma Program for which there is no charge (see page 47). The college may accept, under certain conditions, applicants who are 18 years or older and are not high school graduates. All applicants admitted under these special conditions will be admitted as special credit, non-degree students and must attain the GED prior to beginning a second semester of work. Students who are still in high school and are at least 16 years of age may enroll as a dual enrolled student (see page 16). It is the policy of College of The Albemarle to encourage all applicants to complete or to be working toward completion of high school or its equivalent before seeking admission to the college.

Prior disciplinary records may be considered when students seek admission or readmission to the college. The college reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

Admission to the college does not imply, however, immediate admission to the applicant's desired program. Admission to a specific program of study is based on guidelines developed to ensure the student's chances of success in the program. These guidelines are strictly followed to prevent loss of student time and effort as a result of unsatisfactory achievement. When evaluations of applicants' test scores and high school records indicate their lack of readiness to enter a specific course, applicants are required to enroll in a Developmental Education course to prepare for admission to the desired course.

Admission to most programs is on a "rolling basis," i.e., applicants may enter the program any semester. However, admission is limited to the fall semester for the following programs: Associate Degree Nursing; Practical Nursing; Electrical/Electronics Technology; Air Conditioning, Heating, and Refrigeration Technology; Machining Technology and Surgical Technology. New students are admitted to the Cosmetology program as spaces become available. Students entering Computer Engineering Technology and Mechanical Drafting Technology any semester other than fall semester may not be able to follow the curriculum outline exactly as suggested. Students may enroll in related courses required for the programs listed above in any semester these courses are offered.

Applicants who are not admitted to a specific limited enrollment program may appeal, in writing, to the Department Chair of the specific program of study, listing their reasons for the appeal.

Applicants who complete an application for admission and are not admitted to the college may appeal the decision by writing a letter to the Vice President, Student Development.

An applicant's high school education, particularly for the college transfer programs, should emphasize the traditional academic subjects. The recommended high school credits include the following:

| | |
|---|---|
| English | 4 units |
| Mathematics | 3 units |
| History and Social Studies | 3 units |
| Science | 3 units |
| Physical Education | 1 unit |
| Electives | 6 units |

Applicants must submit a completed application to the Admissions Office for the semester they plan to enroll. Early application is recommended to allow adequate time for processing and satisfying admissions requirements for programs of study. Applications for admission are made available by calling the Admissions Office at (252) 335-0821, ext. 2290.

Admission requirements for non-curriculum programs can be found in the Continuing Education section of this catalog.

## Admission Requirements for Special Credit, Non-Degree Program Applicants (New or Transfer Students)

Applicants interested in taking only selected courses of interest, except English, math or selected college transfer courses, are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED); and

2. Submit a completed application for admission to the Admissions Office. Students may download an application for admission from our website (www.albemarle.cc.nc.us). Students may also call our Admissions Director to receive and to complete an application.

Special credit, non-degree applicants who want to take an English or math course must take the college's Placement Assessment in addition to the above requirements. Testing for course placement may be waived upon receipt of acceptable SAT or ACT scores, or transferable credit for ENG 111 and the math required for the applicant's program of choice (see Placement Assessment Waiver Policy).

## Admission Requirements for Associate Degree, Diploma, or Certificate Program Applicants (New or Transfer Students)

Applicants pursuing an associate degree, diploma, or certificate are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);

2. Submit a completed application for admission to the Admissions Office. Students may download an application for admission from our website (www.albemarle.cc.nc.us). Students may also call our Admissions Director to complete an application;

3. Request that an official high school transcript or GED score and official transcripts from all colleges previously attended be mailed directly to the Admissions Office. Applicants may register for classes their first semester with incomplete admissions files. After their initial semester of enrollment, students with incomplete admissions files may not register for a subsequent semester until their files are complete or until they receive special permission from the Director, Admissions and Testing; and

4. If required, take the college's Placement Assessment as scheduled by the Admissions Office. All associate degree applicants are required to take the Placement Assessment. This may be waived upon receipt of acceptable SAT or ACT scores, or transferable credit for ENG 111 and the math required for the program (see Placement Assessment Waiver Policy).

All applicants should discuss their program of study, assessment scores, and course placement with a faculty advisor or student development advisor.

## Limited Enrollment Admissions

Most programs follow the open-door admissions policy. However, some limited enrollment programs have more applicants than resources, such as facilities and faculty. Because of a limited number of spaces in these programs, students must meet additional admissions criteria and may be ranked as a process for admission to the program.

Applicants to limited enrollment programs should contact the Admissions Office when submitting an application for admission. Many limited enrollment programs have different application deadlines and admission requirements, which are subject to change. Some limited enrollment programs require applicants to remove any existing academic deficiencies before being considered for the program.

Applicants to the Basic Law Enforcement Training Program should contact the director of this program to learn of specific requirements.

Limited enrollment programs generally begin once a year. Applicants should check with the Admissions Office for specific starting dates.

While limited enrollment programs begin only at specific times during the year, an applicant may meet with an advisor prior to the starting date of the program to enroll in the general education courses outlined in the specific program of study.

## Transfer Students

Upon receipt of official transcripts from all colleges previously attended, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. College of The Albemarle's policy for accepting transfer credit may not be the same as any other college or university. Those students who transfer to COA and then transfer to another school should check the transfer policy of that school to which they transfer.

Credit is given for a "C" or better on courses completed at institutions accredited by regional agencies if the course work is required for the student's degree.

Additionally, College of The Albemarle will accept transfer courses from other regionally accredited colleges and universities, if the courses meet the intent of the specific program requirements for which they are intended, after approval by the appropriate Faculty Department Chair and Vice President, Instruction, using the College of The Albemarle Course Substitution Form.

Credit for courses which are completed at regionally non-accredited institutions may be granted by College of The Albemarle on a course-by-course basis providing that the following are met:

1. The originating institution be accredited by an accrediting agency for institutions of that type.

2. Instructors in courses to be transferred meet the same minimum qualifications as required for instructors in institutions in regionally accrediting associations.

3. Courses to be transferred parallel courses offered by College of The Albemarle.

4. Courses meet the same rigorous standards as courses at regionally accredited institutions.

5. A grade of "C" or better has been attained in each of the courses for which credit is being sought.

International students may be required to have an approved agency to evaluate transcripts from other countries.

Although there is no limit to the number of transfer credits accepted by the college, of the last 30 hours of course work completed for a degree, 24 hours must be completed at College of The Albemarle. Grades earned at and transferred from other colleges will not be used to determine cumulative grade point averages or honors for graduation from College of The Albemarle. Students who are not academically eligible to return to the institution they last attended may be admitted to College of The Albemarle.

## Dual Enrollment For High School Students

Currently enrolled high school students who are at least 16 years of age may be admitted to appropriate college courses under the following conditions: (1) the local board of education has approved a dual enrollment policy for high school students; (2) the student's program of study is approved by the high school principal or designee and the president or designee; and (3) the high school principal or designee certifies that the student is taking at least three high school courses and is making appropriate progress toward graduation.

High school students will be admitted on a space-available basis. Once admitted, however, high school students will be considered as regular college students receiving the same credits. High school students who are at least 18 years of age may take courses without the approval of local public school personnel.

Tuition and fees are not charged high school students who are taking courses at the college through cooperative agreements with area high schools or through dual enrollment provisions. Books must be provided by the high school or student. High school students who take curriculum and/or continuing education courses at the college and do not do so through cooperative agreements or dual enrollment provisions are required to pay tuition and fees.

## International Students

A foreign student planning to attend college in the United States needs to consider specific regulations regarding admissions. If the student is not a legal resident or alien resident of the United States and would like to attend College of The Albemarle, the student must apply for a F-1 or M-1 student visa. To apply for a student visa, the student must request first an International Immigration Service form I-20 from College of The Albemarle (See International Student Admissions below).

International students who are legal residents with permanent visas (alien registration card holders) are admitted to College of The Albemarle in the same manner as native citizens of the United States.

## International Student Admission Policy and Procedure

1. The regular application for admission to the college must be submitted along with certified copies of Official Academic records from secondary education (High School) attended, which must include dates of entry, termination, and name of certificate or diploma received. These records must be translated to English and certified as true copies by a notary public, an official of the institution in which the student was or is enrolled, or a representative of a U. S. Counseling Office located overseas, or a U. S. Consular Official.

2. Each international student whose first language is not English must take the English, reading, and math placement assessment.

International students who have limited English language proficiency are recommended to enroll in an intensive English program at one of the ESL Language Centers.

3. A statement is required regarding the applicant's financial resources indicating how he/she intends to pay for his/her travel, tuition, fees, room, food and other expenses while enrolled at COA. This statement must be certified by a notary public, a U.S. Consular Official, or other official, i.e., bank official. Form I-134, an Affidavit of Support, may also be used if the foreign student will have a financial sponsor, i.e., parents, relative, friend, business, etc. International students who are not legal residents of North Carolina must pay the current out-of-state tuition rate.

4. College of The Albemarle may award an international student an INS form I-20 after he/she has submitted an application for admission, all official transcripts, TOEFL test scores, or demonstrated English proficiency, and a statement of financial support or an affidavit of support.

International students are responsible for making their own travel arrangements to the United States. The nearest international airport is fifty miles from the college in Norfolk, Virginia. Housing and transportation to and from the college will be the student's responsibility. Public transportation in Elizabeth City is limited. Taxis provide the most common means of public transportation. Car pooling with other students is another means of transportation to the college campus. The Admissions Office will try to assist international students throughout their college experience.

All foreign students are encouraged to purchase an individual medical and life insurance policy upon arrival on campus.

All foreign students are encouraged to open a bank account in order to have easy access to U.S. currency.

## Readmission

Any applicant who is unable to register for classes can reactivate his/her admission application for readmission at any subsequent semester, within one year from the semester he/she planned to attend.

Any student who withdraws from the college for any reason other than academic or administrative can reactivate his/her admission application for readmission at a subsequent semester. After five years, a withdrawn student's admission file (application, assessment scores, transcripts, etc.) is discarded, except for the college's transcript.

## Academic Placement Assessment

Upon receipt of the application for admission, the Admissions Office, if necessary, will schedule the applicant for an Academic Placement Assessment. The Academic Placement Assessment is designed to assess an applicant's basic skills in reading, writing, and mathematics. All students who enroll in a two-year program of study, those who enroll in some diploma or certificate programs, and those who

plan to enroll in a course requiring college-level proficiency in English, math, or reading are required to take a Placement Assessment. Students who want to enroll in English, math or courses requiring college-level reading, writing, or math skills must take the Academic Placement Assessment. Students who score below the designated cut-off scores on the English, math, or reading assessments will be enrolled in Developmental Education courses. Students must successfully complete this course work prior to enrolling in specific courses or programs. Re-assessment is allowed with approval from the Director, Admissions and Testing. Students needing special accommodations for assessment should contact the Admissions Office. The Admissions Office has a schedule of assessment times and dates.

## Placement Assessment Waiver

Assessment for placement may be waived under one of the following conditions:

1. Acceptable SAT or ACT scores from assessments taken within five years prior to the date of application;

2. Transferable credit from an accredited college for English and the math requirement for the program of study documented by an official college transcript mailed directly to the Admissions Office;

3. For special credit, non-degree seeking students; or

4. Receipt of ASSET/COMPASS scores from another institution.

Assessments will not be waived for Associate Degree Nursing, LPN-ADN Option, Practical Nursing, BLET, and Cosmetology programs.

## College Board Advanced Placement Tests

The college recognizes satisfactory scores on the Advanced Placement (AP) tests for course placement and degree credit. Students taking AP tests should have score reports sent directly to the Admissions Office. Upon receipt of official Advanced Placement score reports, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. Questions concerning score requirements and credit should be directed to the Registrar.

## Advanced Placement/Credit By Articulation For High School Coursework

The college offers credit by articulation in specific courses to students who have satisfactorily completed equivalent high school courses. Students desiring to exempt college-level entry courses should request such action through the college's Director, Admissions and Testing, or the high school counselor. Conditions and procedures for granting credit by articulation are listed below:

1. The student must enroll in a curriculum program within two years after high school graduation.

2. The student must have completed 12 semester hours with a "C" average at COA before credit is granted.

3. High school courses for which articulation credit is granted must have been completed with a grade of "B" or better.

4. Students must have a raw score of 80 or higher on the standardized VOCATS post-assessment.

5. The Registrar will post the advanced placement on the student's college transcript after 12 hours are earned at COA with a "C" average. Credit hours posted on the transcripts and applied toward graduation requirements will not be used in calculating the student's grade point average.

6. Students who receive advanced placement will not be required to register or to pay tuition for courses for which articulated credit is received.

## Credit for Military Schools

The college grants credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. Recommended credit must be consistent with the requirements and objectives of a curriculum in order to be granted. Students wishing to have military school records evaluated for credit should contact the Registrar to determine the military document required. Upon receipt of the document, the Registrar will evaluate schools completed and apply appropriate credit toward the program being pursued at College of The Albemarle.

## Orientation for New and Transfer Students

The orientation program is designed to introduce students to their new environment and to acquaint them with the policies and regulations of the college. Workshops, lectures, and information sessions are held to assist students in adjusting to college life.

# Tuition, Fees and Expenses

Students who enroll in curriculum classes are subject to tuition and fee rates listed below. All tuition and fees are due and payable at the time of registration unless otherwise noted. Student tuition and fees are subject to change.

**Tuition for In-state Residents**

$31.00 per semester hour.

**Tuition for Out-of-state Residents**

$173.25 per semester hour.

**Student Fee for 12 or more semester hours**

Fall Semester - $19.00

Spring Semester - $19.00

**Student Fee for 1-11  semester hours**

Fall Semester - $9.50

Spring Semester - $9.50

**Specific Course Fees**

Nominal fees are charged for certain courses. The maximum total amount that any student will be charged is $30.00 per semester.

**Physical Education Activity Course Fees**

PED 139/140 Bowling/Intermediate Bowling. A nominal lane fee is charged for each game.

PED 128/129 Beginning/Intermediate Golf. A nominal greens fee is charged for each game played at local golf courses.

**Books and Supplies**

The cost of books and supplies varies according to the course of study and could total $500.00 per semester.

**Graduation Fee**

Candidates for graduation will be charged a fee to cover costs of the diploma, invitations, and cap and gown purchase. This fee is non-refundable.

## Resident Status for Tuition Payment

North Carolina law G.S. 116-143.1 on this subject states the following:

To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.

To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.

When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.

Regulations concerning classifying students by residence for tuition purposes are set forth in detail in A Manual to Assist the Public Higher Educational Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. The manual is available on request in the office of the Vice President, Student Development, and in the Learning Resources Center.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Assistant Dean, Admissions and Testing, is responsible for evaluating these responses and initially classifying students accordingly. In questions concerning residence status and appeals of initial residence classifications, students are advised to consult the Vice President, Student Development.

Military personnel stationed and living in North Carolina and their dependents are eligible for in-state tuition after proper documentation is received.

## Insurance

College of The Albemarle assumes no responsibility for student injuries or losses. An opportunity will be provided at the time of registration for all students to obtain accident insurance. The college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses purchase accident insurance.

All students enrolling in Associate Degree Nursing, Practical Nursing, and Nursing Assistant programs are required to have malpractice insurance. Such insurance may be purchased through the college's Business Office.

All persons who enroll in any COA program in which they could be exposed to blood borne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (See program coordinator for additional information.)

## Tuition Refund Policy

1.  A refund shall not be made except under the following circumstances:

    a.  A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered is canceled due to insufficient enrollment.

    b.  A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.

    c.  For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.

    d.  For contact hour classes, apply as in (1)(c.) of this policy except use 10 calendar days from the first day of the class(es) as the determination date.

2.  To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.

3.  In the event that a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

4.  For a class(es) for which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt appropriate local refund policies.

5.  All fees, including student activity fees, are non-refundable unless the student withdraws before the first day of the semester. Fees are non-refundable after classes begin and are forfeited upon withdrawal from the college; however, fees may be refunded when a class is canceled by the college and the student registered only for the canceled class.

6.  Withdrawal forms are available in the Student Development Office. Reasons for withdrawal will be considered unavoidable when circumstances beyond the student's control affect the student's life and livelihood to such an extent that continued enrollment is impossible. Matters of personal convenience or preference are not considered unavoidable reasons.

# Financial Aid

The philosophy at College of The Albemarle is that any individual who wishes to attend the institution should not be deprived of this privilege due to a lack of financial resources. Although the primary responsibility for financing an education remains with students and their families, College of The Albemarle participates in programs designed to supplement the family contribution when there is documented student financial need.

Financial aid consists of grants, loans, scholarships, campus employment, or any combination of these as determined by the policies of the Scholarships and Student Aid Office and the U.S. Department of Education. Policies and procedures for awarding Student Aid are subject to change to meet new federal regulations. Students are required to meet satisfactory academic progress requirements in order to qualify for Federal Student Aid. Fresh Start and course repeat policies do not exempt students from meeting satisfactory academic progress based upon all academic work attempted. To receive financial aid, students must demonstrate need and maintain good academic standing.

## Application Procedure

To apply for financial assistance, students should complete the following forms which may be obtained from the Scholarships and Student Aid Office:

**1. Free Application for Federal Student Aid (FAFSA)**

In completing the FAFSA, the student and family should provide information from their federal income tax forms for the preceding calendar year. The form should be completed as soon as possible after January 1 and submitted in one of the following ways:

Students may complete the FAFSA and come in person to the Office of Scholarships and Student Aid located at the Elizabeth City Campus to have their application filed electronically with the Federal Processor. (Recommended)

Students may submit the FAFSA by mailing it to the Federal Processor.

Students may complete the FAFSA via the Internet at http://www.fafsa.ed.gov

The college will receive a copy of the results of the processed report electronically.

When students complete the FAFSA, they automatically apply for the following:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Work-Study (FWS)

N.C. Student Incentive Grant (NCSIG)

## 2. COA Private Scholarship Applications

The college offers more than 100 scholarships to eligible students. Requirements for scholarships vary; however, the primary concerns are financial need, scholastic ability, specified program of study, residence status, and participation in community activities. The scholarship application must be completed by the required deadline and submitted to the Scholarships and Student Aid Office.

## Deadlines

The Free Application for Federal Student Aid (FAFSA) must be completed and received at its destination before the dates listed below to be considered for certain awards:

| | |
|---|---|
| (FAFSA) N.C. Student Incentive Grant | March 15* |
| (FAFSA) Federal Supplemental Educational Opportunity Grant | April 1* |
| COA Scholarship Application | April 15* |

*Deadlines are subject to change.*

## Federal and State Funds Available

Below are brief descriptions of federal and state financial aid programs available to COA students.

### Federal Pell Grant Program

Federal Pell Grants are awards which assist undergraduates in paying for their education after they complete high school or earn a GED. The Federal Pell Grant program is the largest federal student aid program. For many students, these grants provide a "foundation" to which other federal and non-federal assistance may be added. Unlike loans, grants do not have to be paid back unless a student does not complete the term of enrollment.

### Federal Supplemental Educational Opportunity Grant (FSEOG) Program

Students who receive the Federal Pell Grant may be eligible for the Federal Supplemental Educational Opportunity Grant. This federal program does not require employment or repayment. The amount of the grant is based on students' financial needs and the minimum award is $100. To be eligible for FSEOG, students' financial aid files should be completed by April 1.

### Federal Work-Study (FWS) Program

The Federal Work-Study Program provides jobs for eligible students to earn money to help pay college expenses while attending classes at least part-time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college.

### North Carolina Nurse Scholarship Program (NESLP)

NESLP was created to work in combination with existing financial aid resources to encourage enrollment and retention of qualified nurse education students. Funds for NESLP are allocated by the N.C. General Assembly among colleges and universities which offer nurse education programs. NESLP awards are available for licensed practical nurse (LPN) and registered nurse (RN) education. Applicants must complete the Free Application for Federal Student Aid no later than July to be considered for NESLP.

### North Carolina Nurse Scholars Program (NSP)

NSP was established to provide college scholarships for outstanding high school graduates and other persons interested in higher education to become a registered nurse (RN). The program also makes awards to LPN's seeking to become RN's. These scholarships are based upon academic merit. Financial need is not a selection criterion. The application must be completed no later than May 1.

### North Carolina Student Incentive Grant (NCSIG) Program

Administered by College Foundation, Inc., this grant is provided (as funds are available) to students who are legal residents of North Carolina accepted for enrollment or enrolled full-time in good standing in an undergraduate program of study in an eligible college, university, community college, technical or vocational school in North Carolina. Students must demonstrate financial need as determined by submitting the Free Application for Student Aid. March 15 is the deadline for requesting the NCSIG.

### North Carolina Community College Grant Program

For students to be eligible for need-based aid under this program, applicants must meet the following criteria: (1) be admitted to an eligible program of study; (2) have applied for federal Pell Grant funds; and (3) meet academic requirements to maintain Pell Grant eligibility.

### North Carolina Community College Loan Program

This program provides short-term loans to students who need assistance with the costs of tuition/fees/books. Loans must be repaid prior to the end of the term in which the loan was received.

## Award Procedures

The amount of aid for which students may be eligible is determined by the Scholarships and Student Aid staff and is based upon the information reported by the student.

Students who notify the Office of Scholarships and Student Aid that they are applying only for a Federal Pell Grant will be notified of the award soon after the Student Aid Report and all other applicable information has been received by the Office of Scholarships and Student Aid in the following circumstances:

1. The college has received its official allocation from the U.S. Department of Education; and

2. The payment schedule, from which the amount of the award is determined, has been published by the U.S. Department of Education.

In the event the college has not received its official allocation or the payment schedule has not been published by the time the Student Aid Report is submitted to the Office of Scholarships and Student Aid, students will be notified soon after the allocation and payment schedule are received.

## Eligibility Requirements

Financial aid is awarded primarily on the basis of need. In addition, financial assistance depends on the availability of financial resources. To be considered for financial aid, applicants must meet the following criteria:

1. Be enrolled or accepted for enrollment in an eligible program at College of The Albemarle on at least a half-time basis (In some cases, a student may receive financial aid for less than half-time enrollment.);

2. Be a citizen or an eligible non-citizen of the United States with a valid Social Security Number;

3. Be an undergraduate student who has not previously received a bachelor's degree;

4. Demonstrate financial need;

5. Have a high school diploma or GED certificate;

6. Be making satisfactory progress in the course of study being pursued; and

7. Not be in default on a Federal Perkins Loan (formerly NDSL) or a Stafford Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution.

If students qualify for financial aid, they will receive an award letter. Students should review the award carefully. If the aid does not meet the students' needs, they should make an appointment with the Director, Scholarships and Student Aid, for consultation.

## Payment Schedule

Students who have received their financial aid award letters prior to registration and who register during the early registration dates may have their tuition and fees deducted from their financial aid if the amount of financial aid is sufficient to cover tuition and fees. Students' files must be complete before award letters are issued. See Scholarships and Student Aid Office for payment schedule.

## Academic Requirements for Satisfactory Progress to Maintain Financial Assistance

To receive Title IV financial aid funds, students must meet the Office of Education's statutory requirements of satisfactory progress. The policy includes a qualitative measure of the student's progress, such as a grade point average. To accurately measure the student's progress in a program, the policy must have a quantitative measure of progress. To quantify academic progress, the policy must set a maximum time frame in which a student is expected to complete a program.

To be eligible to receive or to continue to receive student financial aid, students must have a cumulative GPA according to the total number of hours for which they have attempted as indicated below.

| Semester Hours Attempted | Minimum GPA |
|---|---|
| 0-12 | 1.25 |
| 13-24 | 1.50 |
| 25-39 | 1.75 |
| 40 & above | 2.00 |

Student academic transcripts will be reviewed for satisfactory progress at a minimum of once per year to determine if they are maintaining the requirements set forth in this policy. Grades A, B, C, D, F will be counted in the Financial Aid GPA calculation; withdrawals and never attended classes carry no point value, but are computed as part of the Financial Aid GPA (hours attempted). During any semester in which a student receives Title IV funds and then decides to audit or receives credit by examination, that student may be liable to repay those funds.

### Time Limitation

Maximum semesters allowed for completion of a COA program are as follows:

Enrollment status (credit hours)

| | Transfer Degree | AAS | Diploma |
|---|---|---|---|
| Full-time (12 or more) | 6 | 6 | 5 |
| Three-fourths-time (9,10,11) | 8 | 8 | 7 |
| Half-time (6,7,8) | 12 | 12 | 9 |

Financial Aid will be terminated following completion of maximum semesters. The semesters will include terms of enrollment during which financial aid is not received.

Students who complete the graduation requirements for a degree, diploma, or certificate program and re-enroll to pursue those course requirements of a second degree may request from the Director, Scholarships and Student Aid, an extension of the time limitation covering only that period of time actually necessary to complete the second degree.

Students who successfully complete the semester hour, course, and GPA requirements for graduation with a degree, diploma, or certificate and who re-enroll for courses that are not required by a second degree shall be terminated from financial aid eligibility even though they may not have formally applied for graduation.

Minimum Requirements To Maintain Eligibility

| Status | Must Pass |
|---|---|
| Full-time | 12 credit hours |
| Three-fourths-time | 9 credit hours |
| One-half-time | 6 credit hours |
| Less than half-time | all hours attempted |

### Non-Credit/Remedial Courses

Students who are required by the college to enroll for remedial course work will not be allowed to pursue more than one year or 30 semester hours of remedial course work as regulated by the U.S. Department of Education.

### Financial Aid Probation/Suspension

1. Students who fall below 2.0 and/or do not complete the required number of credit hours during any semester will be placed on financial aid probation during the same academic year. No more than two probationary semesters will be approved.

2. Students who are on financial aid probation and who fail to meet the minimum requirements for that semester or year are placed on financial aid suspension. Financial aid suspension terminates students from continuing eligibility unless or until their appeal, if any, is upheld or until they meet the requirements for reinstatement.

### Appeal Process

1. Students may appeal their suspension/termination of eligibility for financial aid only for "extraordinary circumstances" to the academic appeals committee.

2. Appeals must be in writing and accompanied by appropriate documentation. Reasons such as death in the immediate family, injury or health related problems of a student will be considered. Note that lack of academic progress itself and/or lack of financial aid are not mitigating circumstances.

3. Written appeals will be presented to the Director, Scholarships and Student Aid, for action by the academic appeals committee, which is comprised of the faculty executive committee. Notice of continued termination or of reinstatement will be given to the student in writing.

### Procedures for Reinstatement

1. Students who have their financial aid eligibility suspended/terminated may be reinstated in one of the two following ways:

   a. By the appeal process.

   b. By enrolling at the college without the benefit of financial aid and meeting the minimum GPA requirements or maintaining a 2.5 GPA with a minimum of six credit hours for each semester thereafter and completing the required number of credit hours. Students must notify the Scholarships and Student Aid Office of meeting this requirement and request a review of their academic progress.

2. Retroactive payments of financial aid for semesters when students were on suspension are prohibited.

## Financial Aid Standards

1. No aid will be awarded for repeating a course for which credit already has been awarded, unless curriculum standards require that the course be repeated or by the advice of the student's advisor and with the written approval of the Vice President, Student Development.

2. In order to measure a student's satisfactory progress toward his or her degree or diploma, **the student's total academic record at College of The Albemarle must be evaluated whether or not the student received aid for the entire time of enrollment.**

3. Returning students are evaluated on a continuing basis from the last enrollment unless a mitigating circumstance is considered. Returning students who were previously enrolled under policies other than the current policies will be required to meet the standards of the current policy upon returning.

4. Transfer credits from other post-secondary institutions will be used in determining satisfactory progress.

5. Students changing programs will be evaluated according to those courses which give credit in the new program of study. These students must meet all the minimum requirements (as applicable to each student) as required by the satisfactory academic progress policy.

6. A student's enrollment status for financial aid includes only courses required for graduation. Courses taken which are not required to meet the graduation requirements of the curriculum for which a student is enrolled do not qualify for payment.

7. If at any time a student becomes ineligible to receive a scholarship, the funds will be awarded to the next eligible student.

8. When a student withdraws from school, the last date of attendance must be recorded in order to determine if the student owes a repayment. When a student withdraws, a copy of the drop form is forwarded to the Office of Scholarships and Student Aid and the last

date of attendance is noted. If this date is left blank, the next step is to look at the class roster and/or contact the instructor to determine the last date of attendance for the class.

9. College of The Albemarle's Fresh Start Policy will not apply to students receiving financial assistance per regulations provided by the U.S. Department of Education.

10. In the event that a class is canceled, students may owe a refund to the appropriate federal program.

11. Students who are awarded funds may register during approved times and charge tuition, fees, books, and supplies up to a specified amount.

12. Students who charge tuition, fees, books, and supplies and do not attend classes MUST REPAY the charges.

13. Payments will be based upon the number of credit hours of enrollment that can be verified by the attendance verification form at the time that the payment is made.

14. Students must inform the Office of Scholarships and Student Aid of any additional resources, including all outside awards that become available to them from any source, during the period that they are receiving aid from the College and report any change in the family's circumstances which could affect the resources available to a student. Should a student's eligibility change during the period covered by the aid, the financial aid will be adjusted accordingly or the student may need to repay all or a portion of the funds received.

**The Office of Scholarships and Student Aid reserves the right to amend this policy at any time as necessary.**
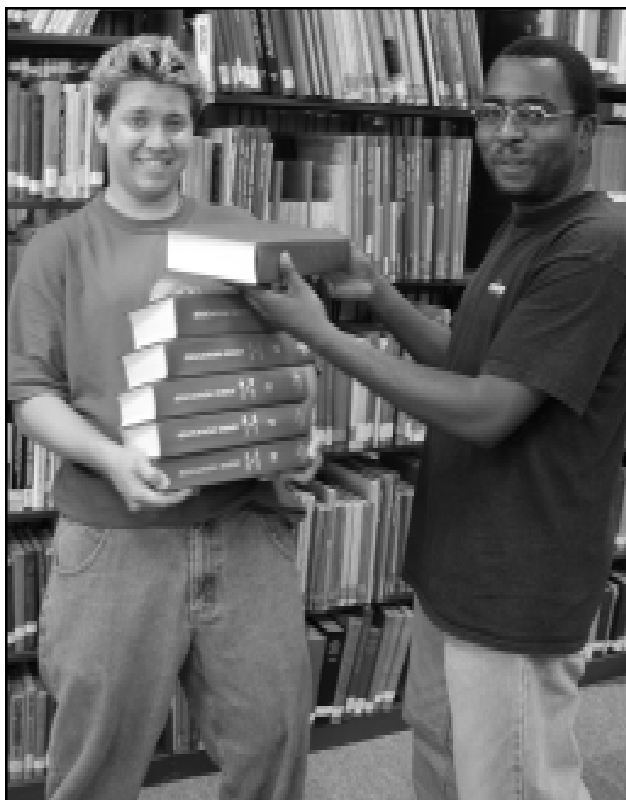
# Scholarships

## Private Scholarships

College of The Albemarle offers more than 100 private scholarships each year ranging from $50 to $1,500 each and totaling more than $130,000 awarded annually. To apply for scholarships, students may obtain application forms from the Office of Scholarships and Student Aid. Application forms indicating the scholarships for which students are eligible must be returned by the deadline. Incomplete applications will not be considered. Most scholarships are awarded during the summer months, and the first award payments are made during the following fall semester. See the Office of Scholarships and Student Aid for the deadline.

Listed below are the scholarships available, as of the publication of this catalog, to eligible applicants:

## Named Endowed Scholarships

**Cyrus and Elton Aydlett Endowed Scholarship Fund**
Established by the estate of Augusta W. Aydlett. This scholarship is awarded to full-time students with financial need who maintain an overall GPA of 3.0 on a 4.0 scale.

**Anna W. and Clifford E. Bair Scholarship**
Established in 1982 by the Board of Trustees in honor of former faculty members Anna and Clifford Bair. Scholarships are awarded in piano, voice, and organ.

**BB&T/ J. Carroll Abbott Scholarship**
Established in 1992 by BB&T to honor J. Carroll Abbott. This scholarship is for an academically capable student demonstrating financial need.

**BB&T/ G. R. Little Scholarship**
Established in 1992 by BB&T to honor G. R. Little. This scholarship is for an academically capable student demonstrating financial need.

**BB&T/ Swindell Lowery Scholarship**
Established in 1992 by BB&T to honor Swindell Lowery. This scholarship is for an academically capable student demonstrating financial need.

**BB&T/ Willis Owens Scholarship**
Established in 1992 by BB&T to honor Willis Owens. This scholarship is for an academically capable student demonstrating financial need.

**Alma & Chester Biggs Memorial Scholarship**
Established by Mr. and Mrs. Bruce Biggs as a memorial to Mr. Biggs' parents, Alma and Chester Biggs. This scholarship is need based.

**Charles Camden Blades and Dr. and Mrs. Julian W. Selig Sr. Memorial Scholarship**
Established in 1988. This scholarship is for students enrolled in any academic program at COA.

**Melvin W. Bright Scholarship**
Established in 1990 by Melvin W. Bright. This scholarship is for students with financial need who are residents of Pasquotank County.

**Mildred Russell Bright Endowment Scholarship Fund**
Established in 1997 as a gift from the estate of Mildred Russell Bright. This scholarship shall be awarded annually to needy students of Pasquotank County.

**Childers Nursing Scholarship**
Established in 1988 by gifts from John and Beth Childers. This scholarship is for academically capable nursing students.

**Christ Episcopal Church Women Scholarship Endowment Fund**
Income from an endowment established by The Christ Episcopal Church Women established this scholarship in 1996 from cookbook sales. The scholarship is for Pasquotank County students who are enrolled in at least six credit hours.

**Harriett M. Crump Scholarship**
At Ms. Crump's death in 1982, friends established this scholarship in her memory.

**Jewel H. and Lee J. Davenport Scholarship**
Established in 1994 by Mr. and Mrs. Davenport, all income will be awarded each year for scholarships. The scholarships shall be awarded to financially needy students as follows: a. Graduates from Creswell High School (1 scholarship); b. Graduates from Columbia High School (1 scholarship); c. Residents of Pasquotank County (2 scholarships); d. Residents of Camden County (1 scholarship); and e. At-large residents of the area served by College of The Albemarle (1 scholarship).

**Mabel Hardison Dudley Memorial Scholarship**
Established in 1991 by Joan P. Thomas, in memory of her mother, Mabel Hardison Dudley. This scholarship is awarded to a female graduate of Northeastern High School with financial need.

**Edna Fenstamacher Nursing Scholarship**
Established in 1989 by her sister, Love B. Sawyer. This scholarship is for residents of Camden, Currituck, and Pasquotank counties enrolled in the Associate Degree Nursing program.

**William G. Gaither Jr. Memorial Scholarship**
Established in 1992 by Frances A. Gaither, Robin G. Dunfield, and Leigh G. Jones. This scholarship is for academically capable students who seek a baccalaureate degree in the business field and who demonstrate financial need.

**Jean George Memorial Scholarship**
Established by family and friends of Jean George, a faculty member of COA. First preference should be given to students enrolled in Developmental courses.

**Bennie Vance Halstead Scholarship**
Established by Elizabeth Halstead in memory of her husband, Bennie Vance Halstead. Mr. Halstead spent 52 years in law enforcement. This scholarship is restricted to criminal justice students.

**Bonnie S. Hawkins Memorial Scholarship**
Established in 1994 by Dorsey and Ann Hawkins in memory of their daughter, Bonnie S. Hawkins. This scholarship is for an Associate Degree Nursing student demonstrating financial need.

**Robert I. And Jean M. Hislop Memorial Scholarship**
Established in 1986 in honor of Mr. Hislop, a former President of COA, by his family. This scholarship is awarded to a student who is in the upper 50 percent of their high school class or has a grade point average of 2.5 at COA. Must be a full-time student and exhibit financial need and academic potential.

**Selma Harris James Scholarship**
Established in 1984 by John Thomas James. This scholarship is awarded to Learning Disabled Students as certified through the public schools, mental health agencies, or COA.

**Jaqueline Jenkins Scholarship for Visual Arts**
Income from an endowment for a scholarship for students enrolled in a visual arts curriculum.

**Ladies Auxiliary To VFW #6060 Scholarship**
For Pasquotank County students enrolled in at least six credit hours.

**Josephine C. McDonald Memorial Scholarship Endowment Fund**
Established in 1997 by the Ladies Auxiliary of VFW Post #6060 for a scholarship for students demonstrating financial need. Preference shall be given to VFW members and their families.

**Charles R. McEver and William M. McEver Memorial Scholarship**
Established in 1991 by Senta B. McEver. This scholarship is for students with financial need enrolled in technical business programs or in the college transfer program leading to a degree in mathematics or business.

**George Dixon McKecuen Memorial Scholarship**
Established in 1988 by George and Carolyn McKecuen in memory of their son, George Dixon McKecuen. This scholarship is for a student enrolled in a curriculum program.

**M. G. Morrisette Jr. Endowment Scholarship Fund**
Established in 1997 by the estate of M. G. Morrisette Jr. of Camden County. This scholarship is for the Student Ambassador Program.

**Ginny Crutcher Nash Music Scholarship**
Established in 1994 by Thomas P. Nash III. This scholarship is for an academically capable student who seeks a baccalaureate degree in a music field demonstrating financial need.

**Norman L. Norfleet Sr. Memorial Scholarship**
Established in 1991 by friends and co-workers in memory of Norman L. Norfleet Sr. This scholarship is for a student within the seven-county service area or a GED graduate of COA.

**Dr. Zack D. and Martha Anderson Owens Nursing Scholarship**
Established in 1985 by Dr. Zack D. Owens. This scholarship is for residents of Camden, Currituck, Dare, Gates, Pasquotank or Perquimans counties who are enrolled full time in the nursing program.

**The Regina Annette Peal Scholarship Fund**
Established in 1995 in memory of Ms. Peal by the Law Firm of Hornthal, Riley, Ellis and Maland. Preference shall be given to students who are graduates of Creswell High School, high schools within Washington County, and graduates of other high schools in North Carolina desiring to enter the COA Nursing Program.

**Glen W. and Treva Pendleton Scholarship Endowment**
Given in 1989 by retired educator, Ms. Treva Pendleton. This scholarship is for high school students who attended Weeksville School.

**Milton C. and Helen H. Prentiss Scholarship**
Established in 1998 by Donald and Heidi Prentiss in memory of Mr. Prentiss' grandparents. This scholarship is to be awarded to a recipient from criteria at the discretion of the COA Foundation.

**Presidential Scholars Program Endowment**
Established in 2001. This scholarship is to be awarded to students who are ranked academically by their high school in the top 10% of their graduating class. Scholarship recipients will be known as Presidential Scholars and must be planning to pursue a degree at COA on a full-time basis beginning summer or fall semester following high school graduation.

**Carrie M. Roebuck Nursing Scholarship**
Established in 1982. This scholarship is given to needy students in the nursing program.

**Gaston E. Small Jr. and Beverly M. Small Endowment Fund**
Established in 1990 by conveyed property from Beverly M. Small and Gaston E. Small Jr. This endowment may be used as determined by the College of The Albemarle's Board of Directors, with emphasis being placed on a scholarship(s), support for the college's various cultural activities and other related needs.

**Charles W. Ward Jr. Occupational Education Scholarship**
Established in 1989 by Doris M. and Charles W. Ward Jr. This scholarship is for high school graduates with financial need who are residents of Pasquotank County and are enrolled in a technical or vocational curriculum.

**Weeksville Vegetable Growers Association Scholarship**
The Weeksville Vegetable Growers was organized in 1950 to provide housing for farm workers. When the organization disbanded in 1998, a scholarship was established to be awarded to a recipient who demonstrates financial need and is a resident of Pasquotank County.

**Marvenia G. White Memorial Scholarship**
Established in 1998 by co-workers, friends, and family in memory of Marvenia G. White.

**George M. Wood Memorial Scholarship Endowment Fund**
Income from an endowment established in 1995 by F. P. Wood & Son, Inc. of Camden. This scholarship is for academically capable students who demonstrate financial need.

**Jerry S. Wright Sr. Business Scholarship**
Established in 1989 for a scholarship to a student enrolled in business.

## Named Annual Scholarships

Adelphia Annual Scholarship

William F. Ainsley, Sr. Memorial Scholarship

Albemarle Hospital Volunteer Services, Inc.

Albemarle Unit 463 Woodmen of the World

American Legion #288 Scholarship

Alexandra Boada Scholarship

B&M Contractors, Inc. Scholarship

Dr. Edward G. Bond Memorial Nursing Scholarship

Frances Burfoot Nursing / Elizabeth City Senior Woman's Scholarship

Chief Petty Officers Association of Elizabeth City, NC Scholarship

City Beverage Company Inc./Elisha Coppersmith Scholarship

Lurana Cowan/ Outer Banks Woman's Club Scholarship

Criminal Justice Scholarship

Mark S. Cummings Scholarship

Dana Lee Darnell Memorial Nursing Scholarship

Elizabeth City Junior Woman's Club Scholarship

Elizabeth City Business and Professional Women's Club Scholarship

Elizabeth City Morning Rotary Club Scholarship

Elizabeth City Morning Rotary Club/

J. C. "Buddy" Hunt Scholarship

Forty and Eight of American Legion Scholarship

College of The Albemarle GED Award

Hertford Savings Bank Scholarship

Jo & Buddy Hunt A/C, Heating & Refrigeration Scholarship

Jo & Buddy Hunt Business Scholarship

Denise Johnson Memorial Scholarship

Mailboxes, Etc. Scholarship

Manteo Lions Club Scholarship

Margaret W. and Lorimer W. Midgett Trust

Jule C. Modlin, Jr. Trust

Brenda Holt Muir Nursing Scholarship

Outer Banks Community Foundation Annual Scholarship

Pepsi Cola Honors Scholarship

Phi Theta Kappa Scholarship

Redmen Pasquotank Tribe #8 - Mataoaca Council #10 Degree of Pocahontas Scholarship

Charles O. Robinson, Sr. Trust

Eloise Robinson Scholarship Trust

Raymond H. Shorkey Memorial Scholarship

Southern Bank Scholarship

Sprint Telephone Scholarship

Wachovia Scholarship

Thomas S. Watts Memorial Scholarship for Public Service

Grover Clyde White Scholarship

Robert Jennings White Scholarship

# Academic Requirements

## The Catalog and the Student's Program

The College of The Albemarle Catalog is published every two years and provides a description of the college's admission policies, program requirements, course offerings, and academic regulations. College of The Albemarle offers degree, diploma, and certificate programs.

To be eligible for graduation from College of The Albemarle, the student must have fulfilled all of the course requirements and total hours of the curriculum as described in the college catalog. The catalog to be used to determine graduation requirements is this 2001-2003 catalog or the 1999-2001 catalog for students who enrolled in the 1999-2001 period. Students who began their program before 1999 should see their academic advisor or the Department Chair supervising their program of study.

## Associate Degree and Associate in Applied Science Degree Graduation Requirements

I. General Statement

   A. General Requirements

      The college awards the degrees listed below to persons who have fulfilled the following requirements:

      1. At least 65 semester hours must be completed with at least a 2.0 ("C") grade point average. If students, as a result of placement tests or grades, are found to be deficient in math, English, and/or reading skills, they will be accepted for curriculum study and will be required to take appropriate Developmental Education courses. In this case, the total number of hours will exceed 65.

      2. Courses with a two-digit course number are not applicable toward any degree.

      3. All of the requirements listed in the appropriate catalog (see preceding section) must be completed.

      4. Of the last 30 hours of work completed for a degree, at least 24 must be completed at College of The Albemarle.

      5. Any individual who has served in the Armed Forces of the United States of America for a minimum of 18 months of active duty or who is eligible for veterans' benefits is exempt from the physical education requirements. Elective hours are required in substitution of the waived physical education hours.

      6. All course numbers must be 110-199 or 210-299.

   B. Other Requirements

      1. Degrees will not be awarded to students with financial obligations to College of The Albemarle.

      2. Candidates for degrees must participate in graduation exercises and pay the graduation fee.

II. Degree Requirements

   A. Requirements for Associate in Arts, Associate in Science, and Associate in Fine Arts degrees are outlined in the Programs of Study section of this catalog.

   B. Requirements for the Associate in General Education degree are outlined in the Programs of Study section of this catalog.

   C. Requirements for the Associate in Applied Science degrees are outlined in the Programs of Study section of this catalog.

## Diploma Requirements

A diploma is awarded to students who successfully, with a grade of 2.0 ("C") or above, complete a prescribed program of study which is typically at least three semesters in duration. (See the section in this catalog entitled Programs of Study for specific diploma requirements.) The last 24 semester hours of the program must be completed at College of The Albemarle. Candidates for diplomas must participate in graduation exercises and pay the graduation fee.

## Certificate Requirements

A certificate is awarded to students who successfully complete, with a grade of 2.0 ("C") or above, a program of instruction which is two semesters or less in duration.

# Academic Policies

## Academic Advising

Within the first few weeks of each semester, Student Development personnel assign students enrolled in a curriculum program with six or more credit hours to an advisor who is either a full-time faculty member or a Student Development advisor. An effort is made to assign an advisor who teaches in the students' selected program area. Students who place in Developmental Education classes are usually assigned to a Developmental Education faculty member. Undecided students are assisted by the Director, Counseling and Career Development. Dare County Campus students consult the Dare County Campus faculty and Student Development staff for advisement. Chowan County Center students consult the Dean or Director, Student Services, at the Chowan County Center. Students who are not assigned an advisor receive assistance from the Department Chair supervising their program of study or a Student Development advisor.

The academic advisor's role is to assist students in the decision-making process of selecting courses to take each semester which are consistent with the student's educational objective. The advisor maintains contact with the student throughout the student's enrollment at the college. The advisor must be consulted by the student when any of the following occurs: (1) registering for classes, (2) adding or dropping classes, (3) withdrawing from college, and/or (4) planning for graduation from College of The Albemarle or for transferring to another educational institution. In addition, when making recommendations with the student about courses and course load, the advisor is cognizant of the student's goals, educational plans, grade point average, and commitments which may affect college success.

Students are responsible for contacting their advisor upon receiving their advisor assignment. Furthermore, students must assume responsibility for ensuring that they know the requirements for the degree or program they are pursuing at College of The Albemarle. A list of graduation requirements for each curriculum is listed in this college catalog and is also available from Department Chairs and the Student Development Office. If transferring to another educational institution is the student's plan, the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which he/she plans to transfer. A list of courses from the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System is on page 51 of this catalog. Students planning to transfer to a college or university outside of the University of North Carolina System should consult the college or university of their choice for transfer requirements. The student must also accept the responsibility that the classes registered for are ones which will be retained by the student for the duration of the semester.

Advisors should be considered the students' main link with the college because they are a valuable resource for information, advice, and direction. For this reason, students are encouraged to visit with their advisor numerous times during the semester in order to gain maximum benefit from their college experience. Academic advising/registration periods are scheduled prior to the first day of classes for each semester.

## Registration for Credit Courses

The students should first consult with their advisor to plan a course schedule for the semester. Together, the student and advisor should fill out and sign the registration form. The chosen courses will then be entered into the computerized registration system and a seat in each of the selected courses will be reserved for the student. Tuition and fees are due on the day students register unless noted otherwise in the semester schedule. Students may register by phone by calling their advisor or the Admissions Director.

Late advising and registration is permitted through the first three days of classes for each semester except the summer session. Applicants may register for classes their first semester with incomplete admissions files. After their initial semester of enrollment, students with incomplete admissions files may not register for a subsequent semester until their files are complete or until they receive special permission from the Director, Admissions and Testing.

Students must pay any past due accounts before permission to register may be given. Students who are eligible for veteran's educational benefits should see the college's Registrar for special conditions concerning enrollment certification for initial enrollment to College of The Albemarle.

## Course Load

Sixteen semester hours of college work is considered the normal student load. Permission must be obtained from the Vice President, Instruction, or Vice President, Student Development, their designees, or the Department Chair supervising the program, for scheduling more than 18 hours of work. This is not necessary when students are registering for the specific course load designated in their occupational program of study.

A student enrolled in at least 12 hours of work is considered a full-time student. For students to gain sophomore status at the college, they must earn a minimum of 28 credit hours.

## Class Attendance Policy

College of The Albemarle regards class lectures, demonstrations, discussions, and other in-class experiences as vital ingredients of the educational process which cannot be easily compensated for through out-of-class make-up work. Therefore, students who miss more than 10 percent of the classes in a course may be disenrolled from that course. Some programs may follow a more rigid attendance policy due to regulations set by state and federal licensing agencies.

Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tu-

toring, career interest inventories, etc.). Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, or other similar areas.

## Grading System

Students receive grades in each course at the end of the semester. Instructors, using numerical codes, may post grades outside their offices shortly after final grades are determined. Grade reports are mailed to students within a few days after the end of each semester.

The grading system is as follows:

Quality Points

| Grade | Interpretation | Per Semester Hour |
|-------|----------------|-------------------|
| A | Superior | 4 |
| B | Good | 3 |
| C | Average | 2 |
| D | Poor, but passing | 1 |
| F | Failure | 0 |
| I | Incomplete — a deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the semester following the one in which the Incomplete (I) was received, regardless of whether the student is officially enrolled (includes the summer semester). If not removed within this time, the Incomplete (I) becomes a Failure (F). | |
| K | Will be interpreted as an official statement of intent to audit the course at the time of registration. | |
| W | Voluntary withdrawal by the student or administrative disenrollment by the instructor. Student Development staff may assign grades of "W" until the end of the eighth week following the first day of classes for any semester. Thereafter, instructors assign all grades. | |

Developmental courses offered by the college will be graded with a PA (passing with an A), PB (passing with a B), PC (passing with a C), and R (repeat of course required). These grades are not calculated in the student's Grade Point Average.

## Grade Change

If a student requests a grade change, faculty who assigned the grade may make the necessary grade change during the semester subsequent to the recording of the grade. If the faculty member is no longer employed by the college, any decision in grade change will be made by the Faculty Executive Committee. In the event of unusual circumstances, faculty may make grade changes beyond the semester time limit by submitting the grade change request to the Faculty Executive Committee.

## Academic Progress Policy

The college's policy for encouraging academic progress is based on the following: prevention of failure; remediation; and as a last resort, exclusion from a program or from the college. The policy applies to all full-time and part-time curriculum students.

To impress upon students the necessity of maintaining a good academic record, the college has established the following methods for informing students about academic concerns:

### I. Academic Alert

This is a non-punitive method with the purpose of alerting students, counselors, and instructors to potential academic problems. Academic alert means students will be notified of their status and will be required to report to their counselor or advisor, who will attempt to identify the causes of poor academic performance, suggest ways to improve, and may suggest alternative programs for which the student is better qualified.

Students will be placed on Academic Alert if they have less than an overall 2.00 GPA ("C") for any one semester.

### II. Conditional Status

Students will be placed on Conditional Status if they fail to meet the requirements of the following Academic Progress Scale:

| Semester Credit Hours Attempted | Minimum GPA |
|---------------------------------|-------------|
| 0-16 | 1.00 |
| 17-24 | 1.25 |
| 25-32 | 1.50 |
| 33-40 | 1.75 |
| 41-52 | 1.90 |
| 53 and above | 2.00 |

This scale does not apply to summer school. Summer school performance will be computed and counted in the cumulative GPA in the succeeding semester. Exception: This scale does apply every semester for students receiving veterans' educational assistance.

Students should pay special attention to the following:

1.  Students on Conditional Status may enroll for a maximum of 12 credit hours.

2.  Students transferring from College of The Albemarle should be aware that the receiving institution may include all college work ever attempted in computing the GPA.

3.  Students enrolled in Developmental Education courses who are on Academic Alert or Conditional Status are encouraged to meet with the Director, Student Support Services, at the beginning of the semester and more often if necessary.

### III. Academic Suspension

Students who are unable to meet the requirements of the Academic Progress Scale after two consecutive semesters of Conditional Status will be academically suspended or directed to a more appropriate program offered by the college. Any student who fails to fulfill the conditions set forth under Conditional Status will be suspended immediately. Students should be advised they must attain at least a 2.0 GPA to graduate and receive a degree, diploma, or certificate.

Conditional Status II students who earn a 2.5 GPA at the conclusion of any semester may be given permission by the Vice President, Student Development, to continue as a Conditional Status II student for the next semester without being suspended or without appealing their suspension to the Academic Appeals Committee. Unless they bring their average up to the minimum GPA on the Academic Progress Scale, students who fail to earn a 2.5 GPA in any semester thereafter will be suspended but will still maintain the right to appeal. Suspended students who do not enroll during a subsequent semester may be readmitted by the Vice President for Student Development.

Suspended students who enroll in summer school and increase their overall GPA to meet the minimum standards will not have to appeal their suspension to the Academic Appeals Committee.

## Appeals of Academic Suspension

The Academic Appeals Committee is composed of the Faculty Executive Committee; the Vice President, Instruction; and the Vice President, Student Development — all being voting members. In addition, faculty members who serve as advisors to students making appeals are consulting members of the committee, which considers letters of appeal from students who have been suspended because of unsatisfactory academic progress. If the student is a participant in the Student Support Services program, the Director, Student Support Services, is also a consulting member of the Academic Appeals Committee.

All letters from suspended students must be received by the Vice President, Student Development, no later than noon of the second day of classes of the semester following suspension. The committee meets at 12:00 noon on the third or fourth class day of the semester, whichever falls on a Monday, Wednesday, or Friday. A quorum of three committee members is necessary for the committee to consider appeals. The committee is chaired by the Chair of the Faculty Executive Committee.

The Vice President, Student Development, is responsible for distributing letters of appeal and student transcripts to members of the Academic Appeals Committee prior to an assigned meeting. Students wishing to appeal their suspension must submit a written appeal, which includes their home address and telephone number, to the Vice President, Student Development. The Vice President, Student Development, will notify the students of the date, place, and time the committee will discuss their appeal. Students must appear before the committee and speak in their own behalf.

# Additional Academic Policies

## Assessment and Academic Placement

All students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who plan to enroll in a course requiring college-level proficiency in English, math, or reading are required to take a Placement Assessment. Students who score below the designated cut-off scores on the English, math, or reading assessments will be enrolled in Developmental Education courses. Students must successfully complete this course work prior to enrolling in specific courses or programs. The Admissions Office has a schedule of assessment times and dates.

The advisement staff at College of The Albemarle is qualified to administer and interpret a variety of group and individual assessments. In addition to placement assessments, students have the opportunity to take career interest surveys as needed during their studies at College of The Albemarle. Students should see a student development advisor for assessment information.

Students who have not decided upon a major course of study should contact an advisor or counselor to discuss career choices. Students have the opportunity to complete career interest surveys and to participate in career days. See page 34 of this catalog for more information.

## Credit by Examination

**College Level Examination Program (CLEP) — Subject Examinations.** These examinations represent end-of-course examinations developed by the Educational Testing Service for certain widely taught undergraduate courses generally taken during the first two years of college. The tests measure understanding of basic facts and concepts as well as the ability to apply such understanding to the solution of problems and the interpretation of materials.

College credit is granted for CLEP Subject Examinations contingent upon the following:

1. Examinee must score at or above the score recommended by the Council on College Level Examinations;

2. Credit will be granted only for those Subject Examinations which parallel courses appearing in the college catalog in force at the time a student applies for credit;

3. Credit hours granted for a Subject Examination will be the same amount of credit which the college grants upon successful completion of the equivalent course or sequence of courses (e.g., if an examinee successfully passes the American History Subject Examination, which covers the equivalent of two semesters of course work, the examinee would receive six semester hours of credit.);

4. Total credit granted for Subject Examinations and Credit by Examination shall not exceed 30 semester hours; and

5.  Credit for Subject Examinations is not granted until the examinee has enrolled as a student at College of the Albemarle and passed 12 credit hours with a 2.0 ("C") or better grade point average.

College of The Albemarle is not authorized to award credit for CLEP General Examinations.

Additional information regarding CLEP Subject Examinations is available in the Student Development Office.

**College of The Albemarle Proficiency Examinations**

These examinations function as a method for obtaining credit by examination in subjects not covered by CLEP Subject Examinations. A student may present a request to receive credit for a course by an examination to an instructor who has knowledge of the student's ability or who believes the student's background should enable the student to pass the examination. An examination, agreeable to all of the members of the involved department (or to at least a majority of the involved faculty) should be prepared following the request of the student and administered to him/her before the last day to add a course. The exam must be graded by two department members.

The examinee will not receive a letter grade or quality points; however, "credit by examination" will be entered on the student's transcript. The hours will be counted toward graduation but will not be counted in computing a grade point average.

The student may request to receive credit for a given course by way of a proficiency examination only one time. Subsequent attempts to receive credit must be via regular enrollment in the course.

For placement in a proper level foreign language class at College of The Albemarle, the instructor will make the determination based on a mini-examination or oral interview during or prior to the first week of class. To receive credit at College of The Albemarle for previously learned foreign language expertise, CLEP is the proper method.

Total credit granted for credit by examination and CLEP Subject Exams shall not exceed 30 semester hours. Credit for credit by examination is not granted until the examinee has enrolled as a student at College of The Albemarle and passed 12 credit hours with a 2.0 ("C") or better grade point average.

*Students should contact the Registrar for additional information.*

## Auditing Courses

Students who wish to audit courses must follow the usual procedure for registration and must state their intentions to audit courses when they register. Students auditing courses receive no credit but are expected to attend classes regularly and to participate in class discussions. They are also encouraged to do all work and assignments expected of regularly enrolled students. In addition, they are responsible for observing the same regulations concerning attendance and behavior as students registered for credit.

Students auditing courses will be charged the same tuition as students taking courses for credit. Anyone taking only audit courses will not be charged an activity fee.

## Directed Study

Students who desire to register for Directed Study are responsible for initiating, consulting, and obtaining the appropriate faculty-staff signatures on the Request for Directed Study Form before the last day of the scheduled period in which students may drop and add courses in the semester. Students must have a cumulative GPA of 3.0 or higher and a Directed Study course will be granted only in the student's last semester of enrollment for the following reasons:

1.  When only one section of a class is being taught which results in a conflict for a student who must have the course to graduate or to transfer from College of The Albemarle; or

2.  When the needed class is not being taught and the student must have the course to graduate from College of The Albemarle.

The completed Request for Directed Study Form must accompany the student's completed Registration Form, which includes the Directed Study course. Directed Study forms are available in the office of the Evening Program Director. Students should note Directed Study courses are not the normal or preferred means of instruction for community college students. They are approved only as previously detailed.

## Course Repetition Policy

A student may enroll in a course no more than three times for credit, audit, or credit by examination. Credit by examination may be attempted only once. A student may repeat a course to attempt to improve a grade or replace a withdrawal. All grades, including the record of an audit, will appear on the student's official transcript. Effective Fall 1994, only the higher grade will be used for computing total credit hours attempted, total quality points earned, and quality point averages (GPAs). If a semester course repeats an equivalent quarter course, the grade calculation is not automatic. The student must complete a Course Repetition Form to have only the higher grade count in the GPA. The forms are available in Student Development.

This policy does not apply to developmental courses.

## Fresh Start Policy (Academic Forgiveness)

Any former College of The Albemarle student who has experienced a lapse of enrollment at College of The Albemarle for a period of three consecutive academic years may petition only once to the Vice President, Instruction to have all course work, or any below-average grades and hours attempted, disregarded in calculating the student's grade point average. Upon re-enrolling following the lapse, the student must first complete 12 semester hours of credit course work with a minimum 2.0 GPA before requesting grade forgiveness. If the request is approved, the record of

the earlier course work affected remains on the student's transcript but is not calculated in the cumulative GPA. Honors, if applicable, will be awarded based upon the new, Fresh Start GPA. Eligibility for student financial aid is not subject to fresh start calculations.

## Dropping and Adding Courses

At the beginning of each semester, there is a scheduled period in which students may drop and add courses. The time limit for these changes is published in the academic calendar which appears in the front of the college catalog and in the semester class schedules. Students wishing to change their schedule should consult with their advisor or counselor. However, it should be noted that students are advised to exercise good judgment and concern when registering with their advisor so that a class schedule can be devised in which no changes will be needed for the duration of the semester.

During the first three days of classes, and if the advisor agrees that a change is in order, the student's advisor and the student must complete and sign the drop/add form, called a Registration Change Notice. In addition, all financial aid students must have their Registration Change Notice approved by the Director, Scholarships and Student Aid. Finally, all such change forms must be entered into the computer and any necessary payment made to the Cashier.

From the second through the eighth week of classes, students dropping courses must see their instructor in addition to their advisor. The advisor will then complete a Registration Change Notice form. The student must take the form to the Student Development Office.

## Course Substitutions

If it is necessary for the student to request a course substitution for a stated graduation requirement, the student will initiate this process with the Vice President, Instruction. This form should be completed by the student's advisor and signed by the student. Approvals must be obtained personally by the student from the Department Chairperson and Vice President, Instruction. The Vice President, Instruction, after signing, will forward this form to the Registrar.

## Curriculum Changes

There are times when students' aptitudes and interests may be better served by a change of curriculum. Should a change in curriculum become advisable, students should consult with their advisor to explore the possibilities of alternative curricula which might better serve their aptitudes and interests.

Because of the unique nature of each program, students requesting a change will have their academic record evaluated in terms of their educational goals. Credit and quality points in transfer will be granted by the Vice President, Student Development, only for those courses which are applicable in the new curriculum, and the student will be held accountable for those courses which are "common" in both their old and new curricula.

## Withdrawal From College

Students who withdraw from the college must confer with their advisor to complete the withdrawal sections of the Registration Change Notice. Financial aid recipients must also confer with the Director of Scholarships and Student Aid. To ensure that obligations to and withdrawals from the library are accounted for by the student, the Director, Learning Resources Center, must sign the form. The Director, Accounting, must also sign the form to ensure that tuition and fees have been received before tuition refunds are authorized.

## Visitors Policy

Visitors are welcome at the college. However, persons who do not have legitimate reasons for being on the campus are not allowed to use the campus facilities. Loitering is prohibited.

Only registered students are permitted to attend college classes/labs and utilize certain institutional support services (i.e., tutoring, career interest inventories, etc.). Exceptions to this may be cleared with the appropriate administrative officer or department chair. Children of enrolled students and college employees may not attend classes/labs, nor should they be left to play in hallways, the Student Center, or other similar areas.

# Special Academic Opportunities

## Academic Honors

The college recognizes student academic achievement through the following:

**I. President's List**

To qualify for the President's List, a student must complete 12 curriculum semester hours or more in courses numbered at or above the 100 level with no grade below an "A" and no incompletes (I) for that term.

**II. Dean's List**

To qualify for the Dean's List, a student must complete 12 curriculum semester hours in courses numbered at or above 100 and attain at least a 3.50 grade point average, with no grade being below and no incompletes (I) for that term.

**III. Commencement Marshals**

Rising sophomores who are first-time freshmen and who have maintained the highest quality point average during their freshman year are honored by being named Commencement Marshals.

**IV. The President's Service Cups**

The President's Service Cups are awarded by the President of College of The Albemarle at the spring or summer graduation to a graduating candidate from the Elizabeth City Campus and to a graduating candidate from the Dare County Campus. The President's Cup is presented to the two graduating candidates who have made significant contributions of service to their campus. Student nominations are made on each campus by a committee composed of the department chairs, club advisors, and Student Development staff. Names of nominees are submitted to the office of the Vice President, Instruction. Pertinent graduation information is verified with the Registrar and the names of eligible nominees are distributed and voted on by full-time faculty and administrative staff. Votes are returned to and processed by the office of the Vice President, Instruction.

**V. Honor Seals**

The college, in an effort to recognize those candidates for graduation who have excelled academically, awards Honor Seals on degrees or diplomas in accordance with the cumulative grade point averages noted below. The appropriate citation is also read when awarding the degree or diploma during graduation exercises.

| Honor Seal | GPA |
| --- | --- |
| summa cum laude (with highest honors) | 3.85-4.00 |
| magna cum laude (with high honors) | 3.70-3.84 |
| cum laude (with honors) | 3.55-3.69 |

**VI. Who's Who Among Students in American Junior Colleges**

All College of The Albemarle students who meet the GPA and credit hour requirements are notified of their eligibility and of details regarding application for membership in Who's Who in American Junior Colleges. To be selected, applicants must have a 3.0 ("B") GPA; have earned sophomore status with a minimum of 28 credit hours toward a degree program; be approved by two faculty/staff members; submit a completed Who's Who nomination form; and be participating members of a college club, publication staff, or intramural team.

## Phi Theta Kappa (PTK)

Phi Theta Kappa is the International Honor Society of Two-Year Colleges. Membership requirements include enrollment in a program leading to an associate degree, at least a 3.5 cumulative grade point average, and a minimum of 12 accumulated semester hours of college credit courses. Membership is by invitation only, and invitation letters are sent to prospective members. The Elizabeth City campus chapter of Phi Theta Kappa is called Nu Nu Chapter, and invites members from the Elizabeth City and Chowan campuses. The Dare campus chapter is called Alpha Omicron Theta Chapter, and invites members from the Dare campus.

## Cooperative Education

Cooperative Education provides students an opportunity to earn college credits for employment related to the curriculum in which they are enrolled as well as to make a student's educational program more relevant and meaningful by integrating classroom study with a planned and supervised work experience.

The Director, Cooperative Education and Job Placement, is responsible for locating and/or approving appropriate co-op assignments for students applying to enter the program. If a student has a curriculum-related job, that job may be used for a co-op assignment if it is approved as a valid work experience by the Director, Cooperative Education and Job Placement, and by the student's employer.

**Eligibility**

All students who are enrolled in programs which qualify for Cooperative Education and who have completed 12 or more credit hours in their curriculum area are eligible for co-op if they meet the following requirements:

1. Work at least an average of 10 hours weekly in a major-related job. Non-paid internships are also permissible.

2. Have a grade point average of 2.0 ("C") or better after completing 12 semester hours; and

3. Have the recommendation of an instructor in the student's program of study and the approval of the Director, Cooperative Education and Job Placement.

### Application Procedure

Interested students should obtain an application form from the Cooperative Education Office and schedule an interview with the Director of Cooperative Education and Job Placement. Acceptance in the Cooperative Education program is based upon the student's application, college transcript, and availability of appropriate employment.

### Academic Credit

Credit hours for Cooperative Education work periods are determined by the number of hours worked per semester. Students working an average of 10 hours weekly (160 hours per semester) earn one hour of credit per semester; students working an average of 20 or more hours weekly (320 or more hours per semester) earn two hours of credit per semester. With the exception of COE 110 World of Work, students can only enroll in one cooperative education course per semester. Some associate degree programs have specified cooperative education course substitutions.

Before officially registering for a co-op work experience course, the student must have a co-op job assignment and have written approval from the Director, Cooperative Education and Job Placement, to register for the appropriate Cooperative Education course.

## Distance Education

College of The Albemarle's Distance Learning program offers students three alternative ways to take classes: telecourses, internet courses, and information highway. Distance learning is a convenient way for adult learners to begin or continue their education by using study materials and "attending" their at-home class. These courses make it possible to reduce scheduling problems and/or commuting requirement to varying degrees.

### Telecourse Programs

A telecourse is a videotaped course televised for adult learners. As a complete learning system designed for home or off-campus use, the telecourse contains the same basic content found in the on-campus course. The televised lessons often allow demonstrations unavailable in a traditional classroom setting. Telecourses may be more difficult than traditional courses since the students need to work more independently than their counterparts in traditional courses. In addition to the weekly televised lessons, the telecourse requires an on-campus orientation, on-campus tests, a textbook, a study guide, written assignments, and student-teacher communications via traditional mail or e-mail. Students can also view or sign out copies of the weekly lessons from any one of the three COA campus locations.

### Internet Access

Internet courses are delivered from the instructor's to student's desktop. Accessibility is anywhere there is a computer with an internet connection and appropriate software. Internet access classes cut down on the time and space that are normally required for on-campus classes.

The following is needed to enroll in this type of course: a computer with internet access, an e-mail program, a word processing program, a printer, and the textbook and/or specific course material. It is assumed that the student has at least fundamental skills in word processing, e-mail, web searches, and the use of a browser. Some assignments will also require the students to develop basic research skills such as library use and electronic information retrieval.

A student should not worry about being a beginner. If in doubt as to whether an internet access course is the right choice, or for questions concerning the technical aspects, the student should contact the instructor or the Distance Education Coordinator.

### Information Highway

The information highway provides television-quality interactive video sessions for as many as five North Carolina Information Highway sites simultaneously, including Information Highway rooms at the Elizabeth City and Dare County Campuses, as well as all local high schools.

For more information about distance learning, students should contact the Distance Education Coordinator.

## Evening Program

College of The Albemarle offers an Evening Program leading to associate degrees and diplomas. The courses offered use the same or equally well-trained instructors, cover the same content, and carry the same college credit as courses taught during the college's regular day sessions. Credits for evening courses transfer to other institutions on the same basis as credits for College of The Albemarle courses offered during the day.

Evening Program courses are usually scheduled Monday through Thursday evenings and occasionally on Friday. Courses which require three hours of lecture and/or laboratory per week usually meet once a week. Courses which require more than three hours per week usually meet twice weekly.

Admission requirements and costs for all evening courses are the same as for courses offered during the day.

A schedule of the times and locations for evening courses and additional information are available from the Evening Program Director or the Dean, Dare County Campus, or the Chowan County Center.

Continuing Education (non-credit) classes are also offered during evening hours. For further information, refer to the section entitled Continuing Education Division.

## Military Science (ROTC)

College of The Albemarle entered a partnership agreement with Elizabeth City State University in August 2000 that enables College of The Albemarle students to enroll in Military Science courses provided by Elizabeth City State University. Students must be enrolled for 12 semester hours exclusive of the semester hours credited for the Military Science courses. Students enroll for the Military Science courses at Elizabeth City State University paying tuition and fees to Elizabeth City State University. Students should plan to transfer to ECSU after graduating from COA to continue their ROTC endeavors. Credit for Military Science courses is awarded by Elizabeth City State University and is not applicable toward College of The Albemarle diploma or degree requirements.



# Student Development

## Purpose of Student Development

The Student Development Division provides comprehensive support services to assist prospective and enrolled curriculum students reach their educational, career, and life goals. Student Development services address the needs of our diverse student population improving student performance and persistence at College of The Albemarle. By assisting students to understand themselves and their environment, to set goals and priorities, and to develop skills for problem solving, the Student Development staff helps students to achieve their highest potential at the college and in life.

## Mission of Student Development

Services provided by Student Development staff support instructional programs and the purpose of the college. They include marketing of curriculum programs, recruitment of potential students, administration of scholarships and student aid, administration of veteran's educational benefits, admission of all curriculum students, placement testing and course placement, advising and registration of curriculum students, maintaining permanent curriculum student records and files, career counseling and resource materials, college transfer information, personal counseling and referral, instructional support, tutoring, administration of child-care funds, assistance for disadvantaged students, assistance for students with special needs, coordination of services with community resources, student activities, leadership development, educational workshops, and cultural events.

## Values Statement of Student Development

Student Development Staff will assist students, alumni, faculty, and staff in a friendly and thorough manner. We value honesty, courtesy, helpfulness, and professionalism. We endeavor to earn the respect of each individual we serve. We continually evaluate and improve our services, policies, and procedures to provide superior student development services.

## Career Development

A comprehensive career development program at College of The Albemarle includes career information and planning, placement services, career counseling, assessment and follow-up activities. Students are encouraged to engage in a continuous process of discovering their uniqueness, along with a knowledge of the world of work, and to relate that information directly to planning and achieving realistic and satisfying career and life goals.

In the Learning Resources Center, the college maintains the Center for Career and Life Planning which contains information regarding approximately 3,000 colleges and

schools, 20,000 occupations, and national labor trends. Information on how and where to look for jobs, how to prepare resumés, and effective interviewing techniques is also available. Computer-based career guidance and information systems provide a developmental guidance process and detailed information to help users make important career and educational decisions. The center circulates leadership, motivational, and self-improvement books as well.

Career counseling is offered individually or in a group setting to students who are undecided about their career goals. Various assessment instruments are available for students who prefer in-depth, one-on-one career counseling to enable them to choose career paths consistent with their values, personalities, interests, abilities, and lifestyle needs. The Director, Counseling and Career Development, is available for counseling and for assistance in using these career resources. The library staff also provides assistance to students seeking career resource materials.

## Job Placement

College of The Albemarle provides both educational and job placement assistance for its students. Students who will be seeking full-time employment following graduation are urged to register with the Director, Cooperative Education and Job Placement, three months prior to their graduation date. In addition to job placement assistance, the Director, Cooperative Education and Job Placement, regularly trains students in successful job-seeking skills.

Current job listings are posted in the Placement Office. Students desiring employment are recommended to prospective employers in business and government and are notified of vacancies. Students registered in the Job Placement Office are eligible for interviews with recruiters who visit the campus seeking applicants for jobs.

Students seeking curriculum-related, part-time employment while attending College of The Albemarle should contact the Director of Cooperative Education and Job Placement. Students can receive academic credit in several majors while earning income through the Cooperative Education program. To earn credits through the program, a student must have completed 12 semester hours with at least a 2.0 Grade Point Average.

There is no charge for any of the services available through the Job Placement Office.

## Counseling

At College of The Albemarle, we recognize the counseling function as an integral part of the educational process. Counseling enables students to enhance their personal growth and to cope effectively with crises. Counselors assist students in their personal, social, and academic development while at the college.

Counseling is a process of exploring issues, learning new ways to cope, and increasing satisfaction with life. Counselors can assist students in clarifying goals and finding solu-

tions to problems through caring, listening, guiding self-exploration, suggesting new perspectives for consideration, and providing information. Counseling is not telling students what to do, how to feel, or who to be but, rather, helping them to identify what resources and programs will best meet their needs.

At times, everyone can benefit from a counseling relationship with a trained professional. Counselors can provide a safe environment for the student who wishes to discuss a particular issue relative to his or her personal life, and students can be assured that counseling sessions will remain confidential. Counselors also make referrals to other campus and community resources when appropriate to assist students in meeting their specific needs.

## Student Activities

College of The Albemarle offers students the opportunity to participate in a number of extracurricular activities which enhance the educational experience. A variety of student interests are met through the Student Government Association, cultural events, recreational and athletic programs, club activities, and informative workshops.

Students may participate in the Student Government Association as elected and appointed Student Senate officers and senators. The SGA President or designee serves as an ex-officio member of the Board of Trustees. Student representatives serve as voting members of college committees including the College Disciplinary Appeals Committee, the Student Affairs Committee, and ad-hoc committees.

Student activity fees are utilized by the Student Government Association to support dances, concerts, intramural sports, conferences, and cultural events. Any expenditure from the student activity fee fund must directly benefit students.

Active student clubs vary from year to year according to student interest. A partial list of student clubs includes Cosmetology, Computer, Environmental, Literary Round Table, Nursing, Students Against Drunk Driving, and The Student Voice Newspaper. Students who wish to form a club should contact the Director of Student Activities.

Performing groups including the COA Band, Choral Group, and Student Theatre provide students opportunities to utilize their talents in shows on campus and in the community.

Membership in the college's international honor society, Phi Theta Kappa, is by invitation to students who show high scholastic standing, character, leadership, and service while at College of The Albemarle.

The Department of Allied Health and Wellness offers intramural sports. Participation in intramural sports is voluntary, and no college credit is awarded. Activities offered through the intramural program are correlated with those taught in physical education courses to provide students an opportunity to practice their skills in actual competition.

# Student Rights and Responsibilities

College students are considered to be mature individuals. Their conduct, both on and off campus, is expected to be that of responsible adults in public places. Common courtesy and cooperation are the basic rules for conduct at the college. Students are required to know and follow the college regulations listed below.

**Academic Dishonesty**

1. Each student is held responsible for information published in the College of The Albemarle Catalog, Student Handbook, and announcements placed on student bulletin boards.

2. Cheating and plagiarism are those processes of utilizing as one's own, another's work, words, or ideas. Those processes are not the mark of a competent college student; students who cheat or plagiarize are subject to disciplinary action by the college.

3. College of The Albemarle honors the right of free discussion and expression. That these rights are a part of the fabric of this institution is not questioned. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of others cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively but also fairly and impartially without regard to race, religion, sex, and political beliefs. Students interested in information concerning campus demonstrations are required to consult with the Vice President, Student Development.

**Courtesy/Social Behavior**

4. Dress of students and/or their guests should be appropriate for the school function involved.

5. The playing of portable radios, tape recorders, and other similar equipment by students in halls, classrooms, labs, Student Center, and other common areas is prohibited. However, with the approval of an instructor, students may use tape recorders to record lectures and class discussions.

6. Admittance to all social events will be by student identification cards.

7. No outside guests, other than a student's date, are allowed at college social events.

8. General misconduct by students and/or their guests at college functions will subject students to disciplinary action by the college Disciplinary Committee.

9. Personal cleanliness and property cleanliness are important phases of training. Students will be expected to make use of the disposal containers in the halls, Student Center, shops, and classrooms.

10. College of The Albemarle prohibits sexual harassment of staff, faculty, and students. "Sexual harassment" is defined as unwelcome or offensive sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes but is not limited to uninvited touching or physical contact, verbal or written comments of a sexual nature, display of obscene objects, pictures, posters, or other graphic materials of a sexually explicit or suggestive nature, and obscene gestures or sounds. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or to acts which are usually found acceptable by all elements of society.

In addition to constituting a violation of the policy of College of The Albemarle, sexual harassment is unlawful and a violation of Title VII of the Civil Rights Act of 1964 where submission to such conduct is made (explicitly or implicitly) a condition of an individual's employment or education; or, submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

**Safety/Legal Concepts**

11. Any and all actions or materials prohibited by federal, state, and city/county law are also prohibited on the college campus.

12. The use of skateboards on campus is prohibited.

13. Students who negligently lose, damage, destroy, sell, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and be subject to disciplinary action.

14. Students who engage in such acts as stealing, cheating, gambling, using profane language, engaging in personal combat, and possessing firearms or dangerous weapons on college property are subject to disciplinary action.

15. No student shall possess or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14284.1, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any college building or vehicle or other property owned, used, or operated by the college.

**Respect for Normal Operation**

16. Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages or invites others to engage in individual or collective conduct which destroys or significantly damages any college property; which impairs or threatens impairment of the physical well-being of any member of the college community;

or which because of its violent, forceful, threatening, or intimidating nature or because it restrains freedom of lawful movement or otherwise prevents members of the college community from conducting their normal activities within the college, shall be subject to prompt and appropriate disciplinary action which may include suspension, expulsion, or dismissal from the college.

The following, while not intended to be inclusive, illustrate offenses which are regarded as obstructive and disruptive:

a. Loud or unruly behavior that disrupts any normal operation of the college;

b. Use of profanity or other offensive language verbally or in writing;

c. Occupation of any college building or part thereof with intent to deprive others of its normal use;

d. Blocking the entrance or exit of any college building or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room;

e. Setting fire to or by any other means destroying or substantially damaging premises;

f. Any possession or display of or attempt to threaten to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any college building or on any college campus;

g. Prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any college class or activity or of any lawful meeting or assembly in any college building; and

h. Blocking normal pedestrian or vehicular traffic on or into any college campus.

(Also see Appeals Of Suspension, Class Attendance Policy, Substance Abuse Policy, and Sexual Harassment Policy)

## Substance Abuse Policy

College of The Albemarle provides a safe and healthy environment for students and employees to pursue academic excellence, technical and vocational training, career opportunities, and personal growth and development.

Protecting this environment includes keeping it drug free.

Under no condition will intoxicating liquor (defined as any beverage containing as much as one-half of one percent of alcohol), narcotics, illicit drugs, hallucinogens, barbiturates, or amphetamines be permitted in or on college property. Off-campus college-sponsored events are subject to the requirements of state and federal laws (Chapter 18B of General Statutes of North Carolina, 21 CFR Part 1308 and other Federal Regulations). Students representing the college at off-campus events are required to know and follow the student rights and responsibilities printed in the current catalog. No student organization or club shall pur-

chase, give away, or sell any aforementioned intoxicating beverage or substance. Anyone known to be under the influence of same is prohibited from the college property. In addition, the introduction, possession, sale, exchange, and/or use thereof is considered grounds for dismissal and possible legal action. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.

"Controlled substances" include any drug listed in 21 CFR Part 1308 and other federal regulations. Generally, these include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician.

Alcoholic beverages include beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statutes of North Carolina.

Any employee or student convicted of violating any criminal drug statute while in the workplace, on the college premises, or while part of a college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion. An alternative may include completion of an approved drug abuse or alcohol rehabilitation program as a precondition for continued employment or enrollment at the college.

Students and employees must inform the college in writing within five days of being convicted of a violation of any criminal drug statute or alcoholic beverage statute that occurred while on the college campus or while participating in college-sponsored activities.

If employees working under federal grant monies are convicted of violating drug laws in the workplace, on college premises, or as part of a college-sponsored activity, they will be reported to the appropriate federal agency. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

Students receiving a Federal Pell Grant must abide by the Anti-Drug Abuse Act Certification printed on the Student Aid Report.

## Sexual Harassment Policy

A policy of College of The Albemarle prohibits sexual harassment of staff, faculty, and students. All administrators, department heads, and supervisors are responsible for disseminating and enforcing this policy.

"Sexual harassment" is defined as unwelcome or offensive sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes but is not limited to uninvited touching or physical contact, verbal or written comments of a sexual nature, display of obscene objects, pictures, posters, or other graphic materials of a sexually explicit or suggestive nature, and obscene gestures or sounds. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or to acts which are usually found acceptable by all elements of society.

In addition to constituting a violation of the policy of College of The Albemarle, sexual harassment is unlawful and a viola-

tion of Title VII of the Civil Rights Act of 1964 where submission to such conduct is made (explicitly or implicitly) a condition of an individual's employment or education; or submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Any staff member, faculty member, or student, male or female, found to have engaged in sexual harassment, whether or not same rises to the level of a civil rights violation, will be subject to appropriate disciplinary measures commensurate with the offense, including but not limited to termination of employment or expulsion as a student. Any staff or faculty member who receives a complaint of sexual harassment from another staff or faculty member or student and fails to report the complaint to the proper office shall be subject to appropriate disciplinary action, including but not limited to termination of employment.

Retaliation in any form against any person who has made a complaint of sexual harassment in violation of the policy of College of The Albemarle is prohibited. Retaliation is defined as seeking to get back at or punish or cause harm or detriment to the employment or academic standing of a person who asserts a claim of sexual harassment. Regardless of the merits of the alleged sexual harassment, any staff member, faculty member, or student found to have retaliated, or threatened to retaliate, against any person pursuing his or her rights under the college's "Sexual Harassment Policy and Procedures" shall be subject to appropriate disciplinary measures, including but not limited to termination of employment or expulsion as a student.

Due to the sensitive nature of conduct constituting sexual harassment, a balance must be struck between confidentiality and due process. Accordingly an informal grievance procedure shall be offered with a view toward confidentiality and a formal grievance procedure shall be offered with a view toward traditional concepts of due process. For more information regarding these procedures, please contact the Vice President, Student Development, or the Affirmative Action Officer.

# Student Disciplinary Procedures

### I. Filing of Complaints

A College of The Albemarle student who violates a college regulation or any other policy of College of The Albemarle as listed under Student Rights, Responsibilities, and Regulations in the college catalog and Policy and Procedure Manual is subject to disciplinary action. An incident report form must be completed by a College of The Albemarle faculty or staff member and submitted to the Vice President, Student Development; the Vice President, Business and Finance; and Security as soon as practical but no longer than ten working days following the incident. The Associate Dean, Basic Skills Education, receives incident report forms for incidents involving basic skills education students. The Director, Community Service Education, receives incident report forms for incidents involving continuing education students. The Dean, Dare County Campus, or the Dean, Chowan County Center, or designee, will receive the completed incident forms for incidents involving any students that occur at the Dare County Campus or Chowan County Center respectively. A copy of the form will be forwarded to the Vice President, Student Development, for curriculum students; the Associate Dean, Basic Skills Education, for basic skills education students; or the Director, Community Service Education, for continuing education students. On the Elizabeth City Campus, a duty counselor is assigned each day to investigate incidents involving curriculum students. The Administrative Assistant, Student Development, keeps a schedule of duty counselors and incident report forms.

Disciplinary action may be taken by a college official who finds from a preponderance of the evidence that a regulation or policy has been violated. The evidence to be considered may include witness accounts. The Vice President, Student Development, or designee, shall impose sanctions for curriculum students. The Associate Dean, Basic Skills Education, or designee, shall impose sanctions for basic skills education students. The Director, Community Service Education, or designee, shall impose sanctions for continuing education students. The Dean, Dare County Campus, or designee, shall impose sanctions for students of the Dare County Campus. The Dean, Chowan County Center, shall impose sanctions for students of the Chowan County Center.

The college official responsible for investigating an incident or complaint may decide that the Disciplinary Appeals Committee must hear the incident or complaint.

Any College of The Albemarle student, faculty member or administrator may submit a complaint against a student accused of infractions of rules or regulations applying to student behavior. An incident report must be submitted within ten working days of the incident to the appropriate college official: Vice President, Student Development, for curriculum students; Associate Dean, Basic Skills Education, for basic skills education students; or Director, Community Service Education, for continuing education students, or their respective designee. The Dean, Dare County Campus, or the Dean, Chowan County Center, or designee, will receive the complaint for incidents occurring at

the Dare County Campus or Chowan County Center respectively. Late reporting will be grounds for dismissal of the complaint without further investigation.

The complainant shall submit a written statement of the complaint (incident report form) to include the name of the accused, the date and time of the incident, a specific description of the alleged behavior, and the rules violated by the alleged behavior. The college official shall immediately schedule an appointment with the complainant. The college official will decide with the complainant if the complaint can be resolved by a discussion between the complainant, the accused, and the college official or whether the complaint should be forwarded to the College Disciplinary Appeals Committee for curriculum students or the Basic Skills Education/Continuing Education Disciplinary Appeals Committee for Basic Skills Education or Continuing Education students.

For complaints to be heard by the College Disciplinary Appeals Committee about a curriculum student, the complainant or the appropriate college official who received the complaint must notify in writing the Vice President, Instruction, of the complaint and request that the College Disciplinary Appeals Committee be convened to hear the charges. For a complaint about a basic skills education student or continuing education student, the complainant or the appropriate college official who received the complaint must notify in writing, the Associate Dean, Continuing Education, and request that the Basic Skills Education/Continuing Education Disciplinary Appeals Committee be convened to hear the charges.

The complaint must be received within ten days of the alleged incident. The complaint must specify the rule(s) and/or regulations that have allegedly been violated under the Student Rights, Responsibilities, and Regulations as written in the College of The Albemarle catalog and included in the Student Handbook. A list of witnesses that may appear must be submitted. The committee chair will approve all participants at the hearing.

## II. Sanctions

**Reprimand:** A COA student committing minor misconduct such as loud behavior, using profane language, littering, etc. will be counseled and reprimanded by a college official. A copy of the incident report will be given to the student as an official written notice that any subsequent offense against the Student Rights, Responsibilities, and Regulations policy will carry heavier penalties because of this prior infraction.

**Restrictive Status:** A COA student who has received a reprimand and then violates a college regulation may be placed on restrictive status by the Vice President, Business and Finance; the Vice President, Student Development; the Associate Dean, Basic Skills Education; the Director, Community Service Education; or their designees. A student who violates a college regulation as listed under Students Rights, Responsibilities and Regulations may be placed on restrictive status without having previously received a reprimand.

A student placed on restrictive status must be in a class he/she is currently enrolled in or studying in the library when on campus. He/she will be limited to one-half hour daily in the student center. Restrictive status may include a restriction from an area or service a student has abused (e.g. computer access in the LRC) or from the college campus entirely. Restrictive status may include other requirements such as specific academic, attendance, or behavioral standards.

The staff member placing the student on restrictive status will notify a student placed on restrictive status in writing of his/her restrictive status. Forms for this purpose can be obtained from the Administrative Assistant, Student Development. Restrictive status will remain in effect for no less than one month. Security guards will enforce restrictive status.

If any of the conditions of restrictive status are violated, the student who is placed on restrictive status will be subject to suspension from College of The Albemarle for no less than three months.

**Restitution:** A COA student who damages, misuses, destroys or loses college property will be required to pay for the replacement of such property. An incident report will be completed and the fair market value of the property will be calculated. Students with an outstanding monetary balance may be barred from continuing their program of study and from receiving transcripts. Other disciplinary procedures may be applied in addition to restitution.

**Suspension:** A COA student who commits an act of misconduct that threatens the health or well being of any member of the academic community or seriously disrupts the function and good order of the college, will be suspended from the college for no less than one semester. An instructor or staff member will complete an incident report form and submit it to the Vice President, Student Development for curriculum students; to the Associate Dean, Basic Skills Education, for basic skills education students; or to the Director, Community Service Education, for continuing education students, as soon as possible but no more than one day following the incident. The Dean, Dare County Campus, or the Dean, Chowan County Center, will receive the completed incident forms for incidents occurring at the Dare County Campus or Chowan County Center respectively.

The appropriate college official or their designee is responsible for investigating the incident and for implementing the suspension of a student from the College of The Albemarle program under their respective purview. The student shall be notified of the suspension in writing immediately. Written notice shall be presented in person with a COA staff member witnessing the act, by certified mail, or by regular U.S. mail to the student's last known address providing the student with a list of the charges, the rules that were violated, the suspension decision and instructions governing the appeal process.

**Expulsion:** A COA student who engages in such acts as personal combat, fighting, possessing illicit drugs or possessing firearms or other dangerous weapons will be immediately dismissed from the college for no less than one year. The student may also face criminal prosecution for violations of law. The Vice President, Student Development; Vice President, Instruction; Vice President, Business

and Finance; Associate Dean, Basic Skills Education; Director, Community Service Education; Dean, Dare County Campus; or Dean, Chowan County Center; or their designee, is responsible for investigating the incident and for implementing the expulsion of a student from the College of The Albemarle location under their respective purview. The student shall be notified of the expulsion in writing immediately. Written notice may be presented in person with a staff member witnessing the act, by certified mail, or by regular U.S. mail to the student's last known address providing the student with a list of the charges, the rules that were violated, the expulsion decision and instructions governing the appeal process.

The above sanctions will be imposed by College of The Albemarle for infractions of college regulations or other college policies. Criminal charges may be filed for violations of state or federal law.

### III. Disciplinary Appeals Procedures

A curriculum student may appeal his/her suspension or expulsion to the College Disciplinary Appeals Committee. This appeal must be delivered in writing to the Vice President, Instruction, within three working days of the student's notification of suspension or expulsion. A basic skills education or continuing education student may appeal his/her suspension or expulsion to the Basic Skills Education/Continuing Education Disciplinary Appeals Committee. This appeal must be delivered in writing to the Associate Dean, Continuing Education, within three working days of the student's notification of suspension or expulsion. Appeals must include a response to the charges and a list of witnesses that may be present at the hearing. The committee chair has the right to approve all participants at the hearing.

The purpose of the appeal committees is to hear the facts and to uphold, modify, or reverse a disciplinary action against a COA student. These committees may also hear charges against a student made by another student of infractions of rules or regulations applying to student behavior, to judge the guilt or innocence of students so charged, and to decide upon actions to be taken against students judged to be guilty of such actions.

The College Disciplinary Appeals Committee is composed of all members of the Faculty Executive Committee, a student representative appointed by the current President of the Student Senate; the Vice President, Student Development; and the Vice President, Instruction. The Vice President, Instruction, serves as the chair and votes only in the event of a tie. The Vice President, Student Development, will be a non-voting member. If the student is a participant in the student support services program, the Director, Student Support Services, may serve as a consulting and non-voting member of the committee.

The Basic Skills Education/Continuing Education Disciplinary Appeals Committee is composed of the Vice President, Student Development; the Instructor/Coordinator, HRD/GED program; the Associate Dean, Basic Skills Education; and the Director, Community Service Education. The Associate Dean, Basic Skills Education, votes only during hearings for continuing education students. The Director, Community Service Education, votes only during hearings for basic skills education students. The Associate Dean, Continuing Education, serves as the chair and votes only in the event of a tie. A representative from the Dare County Campus or Chowan County Center shall be appointed as a voting member to these committees for appeals heard for a Dare County Campus student or Chowan County Center student respectively.

The following process will be initiated after a written appeal is made or after a college official refers an incident to a disciplinary appeals committee based upon their findings:

1. The committee chair shall distribute copies of the appeal or complaint to the committee members. For an appeal, the committee chair will notify the college official who made the decision to implement the disciplinary action that a letter of appeal has been received. A copy of the incident report and documented investigative reports relevant to the case will be forwarded to the committee chair. For a complaint, the committee chair will hand deliver or mail by certified mail a copy of the complaint to the accused student. The committee chair will request a written response to those charges to be submitted prior to the scheduled hearing.

2. The committee chair will notify committee members, the student making an appeal, or the complainant and the accused of the hearing date and time. No more than 15 working days will elapse between the receipt of the complaint and the hearing. The committee chair must be notified in advance if any party is unable to appear at the scheduled meeting for a valid reason and the hearing will be re-scheduled.

3. If any party fails to appear at the scheduled hearing without valid reason, the committee may make its decision based upon any information received from parties or witnesses appearing at the hearing and/or the written documentation submitted prior to the hearing.

4. No member of the committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the committee chair except in the event of replacing the Student Senate representative, whose replacement shall be appointed by the President of the Student Senate.

5. The committee chair shall preside over the hearing and shall establish procedures for the hearing including:

   a. Determining who will be allowed to attend the hearing;

   b. Deciding whether to allow any party to the proceeding to have a representative;

   c. Establishing the order in which the sides shall present their information and establishing time frames therefore;

   d. Reporting or selecting a committee member to report the committee's decision; and

   e. Making a verbatim transcript of the hearing.

6. The student making an appeal or the accused and the complainant will each present their own case and may call witnesses that have been approved prior to the hearing by the committee chair.

7. Members of the committee shall have the right to call other persons to appear and to question anyone present.

8. Copies of the committee's case summary shall be kept permanently in the following locations: committee chair's office; the appropriate college official's office (Vice President, Student Development, for curriculum students; Associate Dean, Basic Skills Education, for basic skills education students; Director, Community Service Education, for continuing education students; Dean, Dare County Campus, for students attending the Dare County Campus; or Dean, Chowan County Center, for students attending the Chowan County Center (to be retained in files separate from the student's permanent academic files). A third copy shall be mailed by certified mail to the student or hand delivered to the student with a staff member witnessing the act. The Vice President, Instruction, shall retain the recording.

9. An appeal of a decision by the College Disciplinary Appeals Committee may be made by writing the President of the college within ten working days after the student has received notice of the decision of the committee. An appeal of a decision by the Basic Skills Education /Continuing Education Disciplinary Appeals Committee may be made by writing the Vice President, Instruction, within ten working days after the student has received notice of the decision of the committee. The President or Vice President, Instruction, will judge the merit of the appeal based on the committee's decision; the evidence submitted at the hearing; and determining whether proper procedures were followed. The decision of the President or Vice President shall be final.

## Student Grievance Procedures for Non-Disciplinary Issues

I. Grievance Procedures on the Informal Level

   A. Students who think they have received unfair or improper treatment should address the problem informally through discussion with the faculty member, staff member, or administrator involved. In certain situations, however, students may feel more comfortable in first discussing the problem with one of the Student Development counselors. This discussion should be to determine the necessary procedures to solve the problem at the lowest level.

   B. If this discussion does not resolve the situation, the student should request input from the immediate supervisor of the person involved. If the grievance involves a faculty member, the student should discuss the problem with the departmental chair; if the grievance involves a staff member or administrator, the student should discuss the problem with the appropriate dean or vice president; and if the grievance involves a vice president, the student should discuss the problem with the President of College of The Albemarle.

II. Grievance Procedures on the Formal Level

   A. A student who is not satisfied with the resolution reached at the informal level may submit a formal grievance in writing to the appropriate vice president. This document must be submitted within 20 days after the alleged grievance occurred. The grievance must be dated and signed by the student and must include the following:

      1. A detailed description of the grievance and the facts related to the grievance;

      2. An identification of the person, policy, or procedure against whom or what the grievance is filed;

      3. An explanation of the steps taken in an effort to resolve the grievance at the informal level; and

      4. A description of the student's idea of a satisfactory resolution.

   B. The vice president will review the grievance, make such inquiries as deemed appropriate, and provide the student with a written response within 15 working days. The decision will include the following:

      1. A disposition of the grievances and discussion of the steps taken in the inquiry; and

      2. Subsequent appeal steps possible for the student, such as pursuit of the grievance through discussion with the President of College of The Albemarle and/or appropriate college committees.

III. Appropriate Channels for Appealing Grievances at the Formal Level

A. A student who has an unresolved complaint involving a faculty member or a problem concerning an academic matter should submit a grievance to the Vice President, Instruction.

B. A student who has a problem concerning a nonacademic matter or a problem dealing with federal regulations concerning the handicapped (Section 504 of the Rehabilitation Act of 1973) should submit a grievance to the Vice President, Student Development.

C. A student who has a problem involving sexual harassment or discrimination (Title IX of the Education Amendments of 1972) or affirmative action should contact the Director, Human Resources.

## Student Records — Confidentiality and Release

College of The Albemarle recognizes the importance of exercising responsibility in the maintenance and security of all student records. In order to meet that responsibility and the requirements of the Family Education Rights and Privacy Act of 1974, as enacted by Congress, the college makes the following information known:

I. Types of educational records and information which directly relate to students and which are maintained by the college

A. Permanent Student Files: transcripts of work at other institutions, health forms or records, recommendation letters, placement test profiles, application and residency forms; and

B. Transcripts: academic record of all courses taken while enrolled at the college.

II. The official responsible for maintaining each type of record, the persons who have access to those records, and the purpose for which they have access

A. The Registrar: responsible for maintaining student files and transcripts;

B. The permanent clerical staff in the Student Development Office: access to the files for maintenance purposes;

C. The counselors and faculty advisors: access to the files for use in academic advisement;

D. Members of the Academic Appeals Committee: access when a case comes before the committee; and

E. Other authorized college committees: access whenever the nature of their responsibility requires access to student records (e.g., determining awards at graduation, etc.).

III. The policy of the college for reviewing, maintaining, and expunging records

A. Allows the college to destroy all student records except the official transcript five years after the student leaves the college.

B. Acknowledges that parents and legal guardians of independent students 18 years of age or older do not have a right to view student records, grades, tests scores, etc., unless written consent from the student is received. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954 may review student records without the written consent of the student.

C. Requests for student transcripts will not be honored as long as the student has any outstanding debt to the college.

D. Official transcripts will be mailed only upon written request from the student.

E. Written permission from the student is required before grades or records of students are released to faculty or to any agency, except as outlined in II preceding (Forms are available in the Registrar's office for this purpose.)

F. Permits instructors to post final exam and end-of-course grades provided numerical codes are used, unless the student notifies each instructor five days before the end of the semester that he or she does not wish his or her grades to be posted.

IV. The procedures established by the college providing access to student records

A. Upon receipt of a written request from the student, the Registrar within 30 days is responsible for the following:

1. Allowing the student to inspect and review the permanent file and transcript;

2. Providing the student with copies of the material at a cost of $.50 per page;

3. Interpreting the records to the student; and

4. Allowing the student to challenge, in writing, the content of the files. (Upon receipt of the challenge, the Registrar shall conduct a hearing at which time any materials found to be inappropriate or misleading will be corrected. The student shall also have the opportunity to insert into his/her file any written explanations he or she deems appropriate.)

B. The Family Rights and Privacy Act of 1974 governs access to records maintained by certain educational institutions and the release of such records. In brief, the statute provides:

• That such institutions must provide student access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate;

- That institutions must obtain the written consent of the student before releasing personally identifiable data about the student from records with the exception of:

1. Student Directory Information includes name, address, and phone number; date and place of birth; program of study; participation in officially recognized activities; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended by the student; and graduation honors. A student may make a written request to the Registrar to have his/her record closed. Students who do not wish to have any or all "directory information" made public without their consent must give to the Registrar (Room A-121) each semester a signed and dated notice specifying the information not to be released.

2. School officials, including teachers within the educational institution or local educational agency who have been determined to have legitimate educational interests.

3. Officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student be notified of the transfer, receive a copy of the record if record is desired, and have an opportunity to challenge the content of the record.

4. Authorized representatives of (1) the Comptroller General of the United States, (2) the Secretary, (3) the Commissioners, the Director of the National Institute of Education, or the Assistant Secretary for Education, or state educational authorities.

5. In connection with a student's application for, or receipt of, financial aid.

6. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.

7. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents, by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.

# Additional Services for Students

## Accommodations for Students With Disabilities

College of The Albemarle provides reasonable accommodations for students with disabilities. Students who request accommodations must submit official documentation of their disability. Students should contact the Admissions Office after their acceptance to College of The Albemarle.

Students who need to utilize a parking space designated for handicapped parking should request a handicapped parking card from the Department of Motor Vehicles.

## Student Support Services

College of The Albemarle provides a Student Support Services Program upon the receipt of federal funds for the program. This program serves students with academic potential who are economically disadvantaged and/or first-generation college students and students with learning disabilities or physical handicaps. The program offers supportive services to this select group of students who may not otherwise show their true academic potential. Academic advisement, no-cost tutoring, child care services, assistance in applying for financial aid, personal development counseling, resource information and guidance, and cultural enrichment activities are facets of the program which increase the likelihood that students will successfully reach their college goals.

The tutorial program is a component of Student Support Services and is available to Student Support Services participants in all regular curriculum courses. The tutorial program is designed to help those students who are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors tutor those students in need of assistance. Students interested in the tutorial program should contact the Student Support Services Office or the program's Tutor Coordinator.

The child care program, also a component of Student Support Services, is a federally-funded project designed to meet the needs of single parents and/or homemakers who may not otherwise be able to attend classes. Depending upon the availability of funds, the college contracts with local child care providers who meet the standards of the Day Care Services Office to provide child care services to eligible Student Support Services participants enrolled in vocational and technical programs. Interested students should contact the Student Support Services Office or the program's counselor.

## Health Services

The college does not have an elaborate system of health services. A college representative will call 9-1-1, who dispatches the appropriate service in an emergency. A cost may be incurred by a student when Emergency Medical

Services are used. First aid kits are available for student use at the reception desks and in selected laboratories. The college does not assume responsibility for the administration of first aid. Further information and procedures for handling accidents and emergencies are included in the college's Policy and Procedure Manual.

## Housing

Many students from other counties and states desire to live in Elizabeth City while attending College of The Albemarle. No dormitory facilities are provided. Students must arrange their own living accommodations. The college does not assume responsibility for the acquisition, approval, or supervision of such housing. Students desiring housing information may contact the Admissions Office and check bulletin boards on campus and in area businesses.

## Veterans Affairs

Veterans are invited to take advantage of the student services and educational programs offered by the college. College of The Albemarle cooperates with the Department of Veterans Affairs (DVA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Most curriculum courses listed in the catalog are approved for veterans' training as well as the GED high school equivalency programs. For information concerning approved courses, students should contact the Registrar.

All veterans and/or dependents are urged to contact local DVA offices or the North Carolina Department of Veterans Affairs offices at least one month prior to enrollment at College of The Albemarle. The Registrar should be contacted for general information concerning DVA educational benefits at the time of initial enrollment at the college.

All general regulations contained in this catalog apply to all students. However, below are some special conditions for the enrollment of veterans and/or dependents of veterans.

1. Under laws and/or regulations governing institutions approved for training of veterans and/or dependents of veterans, certain documents must be on file prior to certification of enrollment for educational assistance purposes. No eligible person will be certified until the following documents are in the hands of the certifying official:

   a. Application for admission;

   b. High school transcript or its equivalent (GED);

   c. Official transcripts of all previous education or training; and

   d. Placement test scores if required for curriculum.

2. Changing Curriculum: Any deviation from an educational objective approved for DVA benefits constitutes a change of program. A Request for Change of Program (DVA Form 22-1995) must be filed with the DVA at the beginning of the semester in which the change is anticipated.

3. Address Change: The DVA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the N. C. Department of Veterans Affairs.

4. Auditing Classes: The DVA does not recognize auditing as part of a normal class load. Should a change to audit, allowable only until the last day to add classes, reduce the student's course load below the number of hours necessary to be considered a full-time student, the Registrar must notify the DVA of such change; and assistance pay will be adjusted accordingly. The following is a chart for determining student status for payment purposes (except for accelerated sessions):

   Credit Hour Enrollment:

   | 12 or more | full time |
   | --- | --- |
   | 9-11 | 3/4 time |
   | 6-8 | 1/2 time |
   | less than 6 | tuition only |

5. Class Attendance: Students are expected to attend all classes. When excessive absences cause disenrollment by the instructor, the Registrar must notify the DVA of a reduced course load, which could affect assistance payments.

6. Withdrawals: Courses dropped after the official drop period (not to exceed 30 days, usually five days) which reduce the certified rate of pursuit could result in the reduction in rate of pursuit being retroactive to the beginning of the term. This applies particularly when a non-punitive grade is given by the instructor and no mitigating circumstances exist. Mitigating circumstances as defined by the DVA include the following:

   a. Serious illness of the eligible veteran or person;

   b. Serious illness or death in the eligible veteran's or person's immediate family; or

   c. Immediate family or financial obligations which require a change in terms, hours, or place of employment which precludes pursuit of a course.

7. Special Restriction: Federal regulations prohibit the enrollment of an eligible veteran in any curricula for a period during which more than 85 percent of the students enrolled are having all or part of their tuition, fees, or other charges paid to or for them by the school, by the Department of Veterans Affairs, and/or by grants from any federal agency.

8. A veteran or other eligible person may not repeat any course for which credit has been granted and use those hours as a part of the DVA certification.

9. The school will report unsatisfactory progress at the end of the second term of Conditional Status when the eligible person has failed to reach minimum aca-

demic standards. The eligible person will not be recertified until the overall GPA is within the Scale for Determining Satisfactory Academic Progress.

10. Certain courses will not be counted toward hours for VA payment purposes. Subject to change; see the Registrar for more information.

College of the Albemarle reserves the right to cancel enrollment certifications of any veterans and/or dependents of veterans not making normal progress toward the educational objective approved for the Department of Veterans Affairs benefits as determined by appropriate college officials.

Records of progress are kept on both veteran and non-veteran students. Progress records are furnished to the students at the end of each scheduled school term.

## Emergency Message Procedure

College of The Albemarle does not have an intercom system or message center. Persons such as relatives, day care providers, children's schools, etc., should be informed that messages will only be delivered in an emergency/medical situation. Emergency messages are taken at the following numbers 335-0821, ext. 2290, 2221, or 2218 and an attempt to locate the student in class is made; however, if the student is not in class, the message cannot be delivered.

## Transcripts

A record of academic credit earned at College of The Albemarle will be mailed to any person or agency when requested by the student in writing, provided all accounts with the college have been settled satisfactorily. There is no charge for transcripts. College of The Albemarle does not fax nor accept faxed transcripts.



# Additional College Services

## Continuing Education Division

One of the major functions of a comprehensive community college is that of providing educational programs for adults in its service area. The Continuing Education Division places a strong emphasis on the value of life-long education and provides a variety of courses and activities to meet the particular needs and interests of individuals, businesses, and industries in the area.

Occupational and Community Service Education courses are offered for individuals 18 years of age or older and for those who need vocational or professional retraining and upgrading. Instruction is also available for those who desire to grow in basic knowledge, to improve in home and community life, and to develop or improve leisure time activities.

### Admission

Any adult 18 years of age or older who is not enrolled in public school may be admitted to a Continuing Education course. In some circumstances, with the approval of the appropriate public school official, a public school dropout between 16 and 18 years of age may enroll in certain courses.

### Course Schedules

A schedule of courses is published and mailed to every post office box holder and address in the college's seven-county service area prior to the beginning of each semester. Courses are also announced through the local news media. Courses are organized on the basis of need, interest, and availability of suitable facilities and qualified instructors.

A current schedule of courses may be obtained by calling or visiting the Chowan County Center, Dare County Campus or the Elizabeth City Campus or by visiting our website at www.albemarle.cc.nc.us/acadaff/coned.

### Course Repetition Policy

Students who enroll in an occupational extension course more than twice within a five-year period shall pay a designated cost per contact hour of instruction. Students shall be primarily responsible for monitoring course repetitions; however, the college shall review records and charge students full cost for courses taken more than twice. Courses for certification, licensure, and recertification are exempt.

### Course Policy

All Community Service Education courses will be offered on a self-supporting basis—this means the minimum number of students paying a registration fee must cover all costs for the course. Under the policy, Senior Citizens and COA full-time employees are not exempt from paying registration fees for Community Service Education courses.

Students who take an occupational extension course more than twice within a five-year period shall pay a cost of $4.50

per contact hour. For example, a course of 33 contact hours would cost $148.50 ($4.50 x 33 = $148.50). Senior Citizens and COA full-time employees are exempt from paying registration fees for occupational courses.

## Course Registration

Students in most Continuing Education offerings must pre-register (phone, mail, fax, or in person) and may register the first night of the course if there are seats available. Students are not restricted by the number of times of re-enrollment in a continuing education course except occupational extension; however, continuing education instructors are expected to assist each student in developing educational goals which are progressive, measurable, attainable, and easily evaluated.

## Course Locations

Many Continuing Education courses and services are provided on campus. Additional courses are taught in surrounding communities or within a particular business or industry in the Albemarle area. Almost any course can and will be organized when a sufficient number of residents indicate an interest in having a course brought to a particular location and when instructional funds are available.

## Course Descriptions

Course descriptions for Continuing Education courses are not listed in this publication because of the large number and variety offered. Instead, examples of the types of courses which have been offered are included. Specific course descriptions are furnished upon request. Courses not previously available may be offered to meet expressed needs of the community when evidence of such need is presented to the college.

Tuition is subject to change by the North Carolina State Board of Community Colleges.

*Volunteer firemen, law enforcement personnel, and rescue/ lifesaving personnel are not charged a registration fee for enrolling in training courses. Prison inmates are not charged for any Continuing Education courses. Persons 65 years of age or older may also take occupational courses without paying registration fees.*

Students are expected to provide the supplies, materials, tools, and books they will need in Continuing Education courses. Instructional services and instructional materials are supplied by the college.

Accident insurance is available to all Continuing Education students. This insurance is strongly suggested for students who participate in laboratory activities using equipment and machinery which might cause physical injury. For information about accident insurance, students should visit or call the Business Office.

All persons who enroll in any COA program in which they could be exposed to bloodborne pathogens may be required to receive the Hepatitis B vaccination at their own expense prior to participating in clinical or similar training events. (See program head for additional information.)

## Registration Fee Refund Policy

The college will make a 100% refund of registration fees if you officially withdraw from a course before the first course meeting and make the request in writing. The college will refund 75% of the registration fee for occupational courses if you officially withdraw from the course on the first day of the course or before the course reaches the 10% point. The 10% point varies from course to course. Call for specific dates. There are no refunds for self-supporting courses once they have begun. If the course is canceled or full, COA will make a full refund.

## Certificates

College credit is not given for completion of Continuing Education courses; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designated courses.

## Continuing Education Units

Since September 1, 1974, College of The Albemarle has maintained a cumulative record of all academic and occupational courses taken by Continuing Education students. Continuing Education Units (CEU's) are awarded on the basis of one CEU per ten contact (course) hours. For example, if a student is enrolled in a 36-hour course and attends at least 80 percent of the time, 3.6 CEU's will be awarded upon completion of the course.

Students who need transcripts or additional information about CEU credit should contact the Continuing Education Division.

## Learning Resources Center Privileges

Students participating in any of the programs offered by the college have the privilege of using all the services of the Learning Resources Center without additional charge. Continuing Education students, however, are required to complete an LRC application before checking out materials.

## Programs of Instruction

The four major program areas in the Continuing Education Division are described as follows:

I. Occupational Extension Courses

Occupational extension courses consist of single courses, each complete in itself, designed for the specific purpose of training persons for employment, upgrading the skills of those presently employed, and retraining others for new employment in occupational fields.

II. Special Extension

College of The Albemarle offers the following programs to increase participants' competence in specialized occupational areas. For further information about any of the programs described, contact the Continuing Education Division.

    A. Fire Service Training provides a continuous program of training and education which prepares firefighters to confront situations nonexistent a few

years ago. Training sessions are held in the local fire departments, allowing firefighters to be trained as an organized group utilizing equipment they would ordinarily use in controlling fires.

B. Hospitality Training Program trains participants in the area of food services, lodging, recreation, and travel information. The program's primary objectives include providing employers with well-trained personnel to operate their businesses, developing within individuals the skills which will qualify them for better employment opportunities, and providing better hospitality services to the residents of North Carolina and to the visitors of the state. Hospitality training is arranged and scheduled in accordance with the needs of businesses.

C. Law Enforcement Training courses are specifically designed as in-service and pre-service education for those individuals engaged in law enforcement activities. Provided at the request of law enforcement agencies, this training program is also designed to keep law enforcement officers abreast of legal and technological advancements while adding to their professional skills. Workshops and courses are offered on many topics.

D. Emergency Medical Training provides organized courses for ambulance attendants in the college's service area. The North Carolina Office of Emergency Medical Services works with College of The Albemarle in developing courses for rescue squad units.

E. Management Development Training is an elaborate program administered by College of The Albemarle in an effort to meet the needs of individuals in business and industry. The program is designed to upgrade the competency of supervisory and middle-management personnel as well as train persons interested in becoming supervisors. Management Development Training is an investment in the future and may pay rich dividends to those individuals and organizations taking advantage of this training. In addition to improving and enhancing skills and competency for the job place, this program helps enhance employees' relationships with others. Programs can be tailored to meet existing needs and can be held on the campus or within an individual plant or organization. Qualified instructors are provided without charge to the employer. Specialized courses focusing on safety and management's responsibilities as required by the Occupational Safety and Health Act are also available. These courses are designed to increase employee safety awareness.

III. Community Service Education

College of the Albemarle sponsors and promotes a number of community services which contribute to the cultural, economic, and civic improvement of the Albemarle area. Such services may arise from almost every program area. Groups and agencies are invited to contact the Continuing Education Division to arrange such activities.

IV. Special Projects

A variety of special projects as well as other programs and events are conducted by the college through special grants and funds. These special projects are frequently administered by the Continuing Education Division.

## Basic Skills Education

Basic Skills includes the following programs of study:

### Adult High School

The Adult High School Diploma program is offered in cooperation with the public school system. Persons aged 18 or older may enter the program. Sixteen or 17 year-olds who are considered students with special needs and who are not enrolled in high school may also be admitted provided that certain requirements are met. A diploma is awarded upon program completion and passing of the North Carolina Competency Test.

### General Educational Development (GED)

The General Educational Development (GED) program provides instruction and testing for adults to complete their high school equivalency. The GED consists of five tests in the areas of writing, social studies, science, literature and mathematics. Adults who achieve a minimum qualifying standard score of 40 on each test and a total minimum score of 225 are awarded a High School Diploma Equivalency by the State Board of Community Colleges. Individuals 16 or 17 years of age who are not enrolled in high school may be considered to have special needs and be admitted into the program, provided certain requirements are met. A new version of the GED tests will begin January 1, 2002. Old scores will not carry over to the new test version.

### Adult Basic Education (ABE)

The Adult Basic Education (ABE) program is designed for adults, 16 or older, who are no longer enrolled in high school and are functioning below the high school level. The major objective of the program is to increase adults' abilities to function in society by providing instruction in reading, writing, speaking and computation.

### English as a Second Language (ESL)

The English as a Second Language (ESL) program offers classes to help adults with limited or no English proficiency. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment and citizenship.

### Compensatory Education (CED)

Compensatory Education (CED) is a program designed specifically for adults with mental handicaps and brain injuries who have not received an adequate education in a formal setting, or who desire to continue learning beyond secondary schools. The Compensatory Education Program provides students with the opportunity to develop skills needed to achieve

independence, productivity, integration, and inclusion in communities in which they live. It is the intent of this program to make available to students the necessary supports and learning experiences to make informed choices regarding where they live, work and socialize.

All classes are free, and students may enroll at any time.

## Business and Industry Services

The Small Business Center serves as the primary contact between the college and the business community. The Director, Business and Industry Services, works closely with business and industry to identify services and training that the college can provide. The Director, Business and Industry Services, assists local economic development commissions, partnerships, and chambers of commerce in promoting economic development in the college's seven-county service area.

Through the administration of both the Focused Industry Training program and the Customized Training and Development program, the Small Business Center can assist new and expanding industries with tailor-made programs that support their specific needs for a skilled and knowledgeable workforce. Training services provided to companies may include instructors, customized training videos, temporary training facilities, equipment, and supplies.

## Library

College of The Albemarle provides library and learning resources on each campus, including books and periodicals, as well as online, database, audiovisual, and other learning services and resources to support and enrich the educational programs of the college. Most services and resources are provided free of charge to students, faculty, college staff, and community patrons.

Services and resources on the Elizabeth City Campus include a 35,000-volume library plus current and back issues of more than 200 magazines, academic journals, and newspapers, all housed in a 7,000-square foot Learning Resources Center. The LRC also provides a variety of CD-ROM databases, computers for accessing the Internet, computers for word processing, laser printers, a coin-operated copier, videos, cassette tapes, a collection of children's books, as well as a well-lighted, quiet place to study. Microfilm copies of selected newspapers, a variety of historical records covering the college's service area, a collection of North Carolina materials, and a selection of state and federal law books are also available.

Services and resources on the Dare County Campus include a 3,000-volume library plus current and back issues of 17 magazines, academic journals, and newspapers. The LRC on the Dare County Campus also provides more than 90 CD-ROMS ranging in subject content from **A Passion for Art** to **Planet Earth**. Other resources include a selection of videos and a collection of works by Dare County authors. Computers in the LRC are loaded with all software applications taught on the Dare County Campus. In addition, all LRC computers are capable of accessing the Internet. Laser printers are provided for printing, and photocopies can be made for a small charge.

Electronic full-text journal articles and full-text books, including a variety of reference books, are available on all three campuses. Patrons may access the content of these books plus the content of more than 3,000 periodicals online through NCLive (North Carolina Libraries for Virtual Education), a collection of electronic databases. NCLive may be directly accessed via the Internet from any computer which is connected to the college computer network. Off campus, a patron may access NCLive via the Internet by using a password which is available to all students upon request. NCLive access is available 24 hours a day.

A state-of-the-art computerized library automation system, including an on-line catalog of books owned by the college, serves all three campuses. Any computer which allows Internet access can be used to search the college's catalog. Besides being able to search COA's library catalog via the Internet, users can search the catalogs of other community college libraries that are members of the Community College Libraries in North Carolina (CCLINC) system. A patron may use his or her library card number to order books and other materials directly from any CCLINC library and request that the materials be delivered, usually within four days, to one of COA's campuses. On-line access to the catalog is available 24 hours a day.

The LRC in Elizabeth City is also a member of the North Carolina Information Network, which allows LRC staff to search online for materials at libraries outside the CCLINC system and then borrow those materials for the patron through the Inter-Library Loan System. The Dare County Campus uses a similar service through the nearby Dare County Library. Patrons at the Chowan County Center may request inter-library loan services via email to the Elizabeth City LRC.

Librarians and other trained library staff are available at each campus to provide instruction and assistance in the use of all LRC materials, equipment, and services.

# Programs of Study

## Objectives

Within the framework of College of The Albemarle's mission statement, students who graduate from associate degree and diploma programs will be capable of the following:

1. Communicate effectively in speaking, writing, reading, and listening;

2. Apply concepts and/or performing skills in their chosen careers;

3. Use information to analyze problems and make logical decisions;

4. Demonstrate positive interpersonal skills in various aspects of life;

5. Demonstrate quantitative (numerical and/or computational) skills;

The college utilizes a three-level approach to curriculum design: general, program, and course objectives. Program objectives and individual course outlines are on file in the office of the Administrative Assistant to the Faculty. Program descriptions are included on the following pages.

## Comprehensive Articulation Agreement

Section 1 of HB 739 (1995 Session of the N.C. General Assembly) instructed the Board of Governors of the University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between them and the University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997.

The provisions of the legislation were consistent with the strategic directions adopted by the University of North Carolina Board of Governors. Similarly, the State Board of Community Colleges had established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the work force development mission of the North Carolina Community College System.

College of The Albemarle's Programs of Study beginning Fall 1997 reflect the System's Common Course Library and standards for programs of study and the Comprehensive Articulation Agreement, CAA, which addresses the transfer of students between institutions in the System and from the system to constituent institutions of the University of North Carolina. The Comprehensive Articulation Agreement was developed jointly by faculty and administration of the North Carolina Community College System and the University of North Carolina and applies to all North Carolina community colleges and all constituent institutions of the University of North Carolina.

The agreement enables College of The Albemarle graduates of two-year associate in arts and associate in science degree programs to transfer to constituent institutions of the University of North Carolina with junior status. Articulated program-by-program agreements for the transfer of graduates of associate in fine arts and associate in applied science degree programs to public universities are being developed on a system-wide basis wherever possible and appropriate.

Courses which do not originate at the community college and which are not listed on the approved college transfer list will be evaluated on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institution.

## Reading and Writing Across the Curriculum

The ability to communicate in written form is essential for success in college and the 21st Century workforce. Employers need individuals who can access, comprehend, evaluate and use information from a variety of technical and narrative sources. Successful individuals must also be able to summarize and organize information and communicate clearly in written form. To this end, College of The Albemarle has established the Reading and Writing Across the Curriculum requirement. Courses requiring extensive reading and writing skills require placement above or successful completion of RED 090 and ENG 090 or 095 prior to entrance into the respective course. Refer to the "Assessment and Academic Placement" section for further information on the assessment process and the "Development Education" section for additional information of the RED and ENG preparatory courses.

# Programs Of Study

Curriculum Program group titles are listed alphabetically below in bold type. The first character of the program code denotes the program's highest credential level at COA: A = associate degree; C = certificate; and D = diploma. The first two digits of the program code denote the program group title; the next two digits of the program code denote the individual program; if not "0," the last character of the program code denotes a concentration within a program. The * indicates that the program is offered in its entirety at the Dare County Campus.

## Definitions

**Humanities/Fine Arts** — Selected courses in the CAA Course List which have the following prefixes: ART, DAN, DRA, ENG, FRE, HUM, MUS, SPA.

**Social/Behavioral Sciences** — Selected courses in the CAA Course List which have the following prefixes: ECO, GEO, HIS, POL, PSY, SOC.

**Natural Sciences** — Selected courses in the CAA Course List which have the following prefixes: AST, BIO, CHM, PHY.

## CAA Course List

Following is a list of courses from the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System which are taught at College of The Albemarle. To be considered for junior status at one of the UNC institutions, community college transfer students must meet the same requirements set for native students in that university with respect to such things as grade point average and credit hours accumulated. Courses which do not originate at the community college and which are not listed on the approved college transfer course list will be evaluated on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institutions.

### English Composition

ENG 111 Expository Writing
ENG 112 Argument-Based Research
ENG 113 Literature-Based Research
ENG 114 Professional Research & Reporting

### Humanities/Fine Arts

ART 111 Art Appreciation
ART 114 Art History Survey I
ART 115 Art History Survey II
COM 110 Introduction to Communications (substitute)*
COM 120 Interpersonal Communications (substitute)*
COM 231 Public Speaking (substitute)
DAN 110 Dance Appreciation
DRA 111 Theatre Appreciation
DRA 112 Literature of the Theatre
DRA 122 Oral Interpretation
ENG 231 American Literature I
ENG 232 American Literature II
ENG 241 British Literature I
ENG 242 British Literature II
ENG 261 World Literature I
ENG 262 World Literature II
FRE 111 Elementary French I
FRE 112 Elementary French II
FRE 211 Intermediate French I
FRE 212 Intermediate French II
HUM 211 Humanities I

HUM 212 Humanities II
MUS 110 Music Appreciation
SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II
SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II

*May not be used for Humanities/Fine Arts in AAS programs

### Mathematics

CIS 110 Introduction to Computers
CIS 115 Introduction to Programming & Logic
MAT 155 Statistical Analysis
MAT 161 College Algebra
MAT 162 College Trigonometry
MAT 171 Precalculus Algebra
MAT 172 Precalculus Trigonometry
MAT 175 Precalculus
MAT 271 Calculus I
MAT 272 Calculus II
MAT 273 Calculus III

### Natural Science

AST 111 Descriptive Astronomy
AST 111A Descriptive Astronomy Lab
BIO 111 General Biology I
BIO 112 General Biology II
BIO 140 Environmental Biology
BIO 140A Environmental Biology Lab
CHM 135 Survey of Chemistry I
CHM 136 Survey of Chemistry II
CHM 151 General Chemistry I
CHM 152 General Chemistry II
PHY 110 Conceptual Physics
PHY 110A Conceptual Physics Lab
PHY 151 College Physics I
PHY 152 College Physics II

### PED Classes

PED 110 Fit & Well for Life
PED 111 Physical Fitness I
PED 112 Physical Fitness II
PED 113 Aerobics I
PED 114 Aerobics II
PED 115 Step Aerobics I
PED 116 Step Aerobics II
PED 117 Weight Training I
PED 118 Weight Training II
PED 120 Walking for Fitness
PED 121 Walk, Jog, Run
PED 122 Yoga I
PED 123 Yoga II
PED 128 Golf-Beginning
PED 129 Golf-Intermediate

| | | | | |
|---|---|---|---|---|
| PED 130 | Tennis-Beginning | | **Pre-Major/Electives** | |
| PED 131 | Tennis-Intermediate | | ACC 120 | Principles of Accounting I |
| PED 132 | Racquet Ball-Beginning | | ACC 121 | Principles of Accounting II |
| PED 137 | Badminton | | ART 110 | Introduction to Art |
| PED 138 | Archery | | ART 113 | Art Methods and Materials |
| PED 139 | Bowling-Beginning | | ART 121 | Design I |

PED 130    Tennis-Beginning
PED 131    Tennis-Intermediate
PED 132    Racquet Ball-Beginning
PED 137    Badminton
PED 138    Archery
PED 139    Bowling-Beginning
PED 140    Bowling-Intermediate
PED 143    Volleyball-Beginning
PED 144    Volleyball-Intermediate
PED 145    Basketball-Beginning
PED 146    Basketball-Intermediate
PED 147    Soccer
PED 148    Softball
PED 149    Football
PED 152    Swimming-Beginning
PED 153    Swimming-Intermediate
PED 154    Swimming for Fitness
PED 160    Canoeing-Basic
PED 161    Canoeing-Rivers
PED 163    Kayaking-Basic
PED 164    Kayaking-Whitewater
PED 166    Sailing-Beginning
PED 167    Sailing-Intermediate
PED 170    Backpacking
PED 171    Nature Hiking
PED 172    Outdoor Living
PED 186    Dancing for Fitness
PED 220    Exercise for Physically Challenged
PED 260    Lifeguard Training
PED 262    Water Safety Instructor
PED 270    Canoeing-Instructor
PED 276    Sailing-Instructor

**Social/Behavioral Science**
ECO 251    Principles of Microeconomics I
ECO 252    Principles of Microeconomics II
GEO 111    World Regional Geography
GEO 112    Cultural Geography
GEO 113    Economic Geography
HIS 121    Western Civilization I
HIS 122    Western Civilization II
HIS 131    American History I
HIS 132    American History II
POL 110    Introduction to Political Science
POL 120    American Government
POL 220    International Relations
PSY 150    General Psychology
PSY 241    Developmental Psychology
PSY 281    Abnormal Psychology
SOC 210    Introduction to Sociology
SOC 213    Sociology of the Family
SOC 220    Social Problems
SOC 225    Social Diversity

**Pre-Major/Electives**
ACC 120    Principles of Accounting I
ACC 121    Principles of Accounting II
ART 110    Introduction to Art
ART 113    Art Methods and Materials
ART 121    Design I
ART 122    Design II
ART 130    Basic Drawing
ART 131    Drawing I
ART 132    Drawing II
ART 140    Basic Painting
ART 171    Computer Art I
ART 214    Portfolio and Resume
ART 240    Painting I
ART 241    Painting II
ART 281    Sculpture I
ART 283    Ceramics I
ART 284    Ceramics II
ART 285    Ceramics III
ART 286    Ceramics IV
ART 288    Studio
BIO 145    Ecology
BIO 168    Anatomy & Physiology I
BIO 169    Anatomy & Physiology II
BIO 243    Marine Biology
BUS 110    Introduction to Business
BUS 115    Business Law I
CJC 111    Introduction to Criminal Justice
CJC 121    Law Enforcement Operations
CJC 141    Corrections
COM 111    Voice and Diction I
CSC 134    C++ Programming
DAN 121    Tap Dance I
DAN 122    Tap Dance II
DAN 124    Jazz Dance I
DAN 125    Jazz Dance II
DAN 127    Dance for Musical Theatre
DAN 140    Modern Dance I
DAN 141    Modern Dance II
DAN 142    Int. Modern Dance I
DAN 143    Int. Modern Dance II
DAN 225    Choreography I
DAN 226    Choreography II
DRA 120    Voice for Performance
DRA 128    Children's Theatre
DRA 130    Acting I
DRA 131    Acting II
DRA 140    Stagecraft I
DRA 141    Stagecraft II
DRA 142    Costuming
DRA 145    Stage Make-up

| DRA 147 | Sound Technology |
| DRA 150 | Stage Management |
| DRA 151 | Mechanics and Maintenance |
| DRA 160 | Box Office and Publicity |
| DRA 170 | Play Production I |
| DRA 171 | Play Production II |
| DRA 230 | Acting III |
| DRA 240 | Lighting for the Theatre |
| DRA 251 | Production Management |
| DRA 270 | Play Production III |
| DRA 271 | Play Production IV |
| ENG 272 | Southern Literature |
| ENG 273 | African-American Literature |
| ENG 274 | Literature by Women |
| HEA 110 | Personal Health & Wellness |
| HEA 112 | First Aid and CPR |
| HEA 120 | Community Health |
| HIS 165 | Twentieth-Century World |
| MUS 111 | Fundamentals of Music |
| MUS 121 | Music Theory I |
| MUS 122 | Music Theory II |
| MUS 131 | Chorus I |
| MUS 132 | Chorus II |
| MUS 133 | Band I |
| MUS 134 | Band II |
| MUS 141 | Ensemble I |
| MUS 142 | Ensemble II |
| MUS 151 | Class Music I |
| MUS 152 | Class Music II |
| MUS 161 | Applied Music I |
| MUS 162 | Applied Music II |
| MUS 212 | American Musical Theatre |
| MUS 221 | Music Theory III |
| MUS 222 | Music Theory IV |
| MUS 231 | Chorus III |
| MUS 232 | Chorus IV |
| MUS 233 | Band III |
| MUS 234 | Band IV |
| MUS 241 | Ensemble III |
| MUS 242 | Ensemble IV |
| MUS 251 | Class Music III |
| MUS 252 | Class Music IV |
| MUS 261 | Applied Music III |
| MUS 262 | Applied Music IV |
| MUS 271 | Music History I |
| MUS 272 | Music History II |
| SPA 181 | Spanish Lab 1 |
| SPA 182 | Spanish Lab 2 |

# Agricultural and Natural Resources Technologies

## Marine Technology

### (A 15 32 0) (Associate in Applied Science)

(Pending availability of funding and State Board of Community Colleges approval)

# Arts and Sciences

## Associate in Arts (A 10 10 0)

The Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities. The curriculum is sufficiently broad-based to allow College of The Albemarle students, after two years of study, to transfer with junior-level status in almost any academic or pre-professional fields ranging from traditional academic areas such as economics, education, psychology, and English to pre-professional areas such as medicine, law, criminal justice, pharmacy, and other business-related activities. This curriculum is also suited to students who prefer a broad education background without definite transfer plans. *All courses described below must have numbers of 110–199 or 210–299.*

| *Title* | *Class* | *Lab* | *Credits* |
|---|---|---|---|
| General Education (44 SHC) | | | |

### A. Composition (6 SHC)

| ENG 111 | Expository Writing | 3 | 0 | 3 |
|---|---|---|---|---|

*Choose one of the following:*

| ENG 112 | Argument-Based Research | 3 | 0 | 3 |
|---|---|---|---|---|
| ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| ENG 114 | Professional Res. & Reporting | 3 | 0 | 3 |

### B. Humanities/Fine Arts (12 SHC)

Select four courses, from at least three discipline areas (at least one course must be a literature course ENG prefix), which have been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts having the following prefixes: ART, DAN, DRA, ENG (literature), FRE, HUM, MUS, SPA. 3 SHC from COM 110, 120, or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

### C. Social/Behavioral Sciences (12 SHC)

| HIS 121 | Western Civilization I | 3 | 0 | 3 |
|---|---|---|---|---|
| HIS 122 | Western Civilization II | 3 | 0 | 3 |

Select two additional courses which have been approved to satisfy the CAA general education core requirement in Social/Behavioral Science from two discipline areas having the following prefixes: ECO, GEO, POL, PSY, SOC.

**D. Natural Sciences (8 SHC)**

Select two courses including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement in Natural Science having the following prefixes: AST, BIO, CHM, PHY.

**E. Mathematics (6 SHC)**

Select two courses with the MAT prefix which satisfy CAA general education core requirements (note that due to content similarity, MAT 161 and MAT 171 will not count as two different courses, and similarly, MAT 162 and MAT 172 will not count as two different courses) or select CIS 110 and one course with MAT prefix from MAT 161 and higher. Students who have not demonstrated competence in the basic use of computers by either high school transcript or COA proficiency test score must enroll in CIS 110 as three of these six required semester hours or as three of the 15 semester hours required in electives below.

**Other Required Courses (21 SHC)**

| | | Class | Lab | Credits |
|---|---|---|---|---|
| ACA 111 | College Student Success (to be taken in initial semester) | 1 | 0 | 1 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| | Physical Education Elective(s) | Varies | Varies | 2 |

Electives (15 SHC) — Select 15 additional hours from the CAA Course List.

**Total Semester Hours Required for Associate Degree  65**

Associate in Arts
# Pre-major in Art Education (A 10 10 A)

Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study.

**First Year**

| *First Semester (Fall)* | | *Class* | *Lab* | *Credits* |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| ART 121 | Design I | 0 | 6 | 3 |
| ART 131 | Drawing I | 0 | 6 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| Elective (Social/Behavioral Science) | | 3 | 0 | 3 |
| | | | | **16** |

| *Second Semester (Spring)* | | | | |
|---|---|---|---|---|
| ART 122 | Design II | 0 | 6 | 3 |
| Elective | (Art) | 2 | 2 | 3 |
| *ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 3 |
| | | | | **15** |

**Second Year**

| *First Semester (Fall)* | | | | |
|---|---|---|---|---|
| ART 114 | Art History Survey I | 3 | 0 | 3 |
| Elective | (Social/Behavioral Science) | 3 | 0 | 3 |
| Elective | (Humanities/Fine Arts – ENG prefix) | 3 | 0 | 3 |
| Natural Science with lab | | 3 | 2-3 | 4 |
| MAT 161 | (or higher) | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **17** |

| *Second Semester (Spring)* | | | | |
|---|---|---|---|---|
| ART 115 | Art History Survey II | 3 | 0 | 3 |
| Elective | (ART) | 1 | 3 | 3 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| Elective | (Humanities/Fine Arts) | 3 | 0 | 3 |
| Natural Science with lab | | 3 | 2-3 | 4 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **17** |

*or ENG 112 or ENG 114

*Choose ART electives from the following:*

| ART 132 | Drawing II |
|---|---|
| ART 171 | Computer Art I |
| ART 240 | Painting I |
| ART 241 | Painting II |
| ART 214 | Portfolio |
| ART 281 | Sculpture I |
| ART 283 | Ceramics I |
| ART 284 | Ceramics II |
| ART 285 | Ceramics III |
| ART 286 | Ceramics IV |

**Total Semester Hours Required for Associate Degree  65**

Associate in Arts
# Pre-major in Speech Communications (A 10 10 O)

Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study.

**First Year**

| *First Semester (Fall)* | | *Class* | *Lab* | *Credit* |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| COM 110 | Intro to Communication | 3 | 0 | 3 |
| Elective (Social/Behavioral Science) | | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| Elective (Humanities or Fine Arts) | | 3 | 0 | 3 |
| | | | | **16** |

| *Second Semester (Spring)* | | | | |
|---|---|---|---|---|
| COM 231 | Public Speaking | 3 | 0 | 3 |
| Elective (Humanities/Fine Arts) | | 3 | 0 | 3 |
| *ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 3 |
| | | | | **15** |

Academic Programs

**Second Year**

*First Semester (Fall)*

| | | | |
|---|---|---|---|
| COM 120 Interpersonal Communication | 3 | 0 | 3 |
| Elective (Humanities or Fine Art – ENG prefix) | 3 | 0 | 3 |
| Elective | 3 | 0 | 3 |
| Natural Science with lab | 3 | 2-3 | 4 |
| MAT 161 (or higher) | 3 | 0 | 3 |
| PED 000 Physical Education Elective | | | 1 |
| | | | **17** |

*Second Semester (Spring)*

| | | | |
|---|---|---|---|
| Elective | 3 | 0 | 3 |
| CIS 110 Intro to Computers | 2 | 2 | 3 |
| Elective (Humanities/Fine Arts) | 3 | 0 | 3 |
| Natural Science with lab | 3 | 2-3 | 4 |
| PED 000 Physical Education Elective | | | 1 |
| PSY 150 General Psychology | 3 | 0 | 3 |
| | | | **17** |

*or ENG 112 or ENG 114

**Electives:**

*Choose 9 SHC from the CAA Course List.*

**Total Semester Hours Required for Associate Degree  65**

Associate in Arts
# Pre-major in Criminal Justice (A1010D)

Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study.

The Criminal Justice Pre-Major Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities with an emphasis on criminal justice.

| | *Class* | *Lab* | *Credit* |
|---|---|---|---|

**A. Composition** (6 Semester Hours Credit)

| | | | |
|---|---|---|---|
| ENG 111  Expository Writing | 3 | 0 | 3 |

*Choose one of the following:*

| | | | |
|---|---|---|---|
| ENG 112  Argument-Based Research | 3 | 0 | 3 |
| ENG 113  Literature-Based Research | 3 | 0 | 3 |
| ENG 114  Professional Research & Reporting | 3 | 0 | 3 |
| | | | **6** |

**B. Humanities/Fine Arts** (12 Semester Hours Credit)

Select 4 courses from at least 3 discipline areas, (at least one course must be a literature course ENG prefix) which have been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts having the following prefixes: ART, DRA, ENG (literature), FRE, HUM, MUS, SPA. 3 SHC from COM 110, 120 or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

**12**

**C. Social/Behavioral Science** (15 Semester Hours Credit)

| | | | |
|---|---|---|---|
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 3 |
| | | | | **15** |

**D. Natural Sciences** (8 Semester Hours Credit)

Select two courses including accompanying laboratory work, which have been approved to satisfy the CAA general education core requirement in Natural Science having the following prefixes: AST, BIO, CHM, PHY

**8**

**E. Mathematics** (6 Semester Hours Credit)

Select two courses with the MAT prefix which satisfy CAA general education core requirements (note that due to content similarity, MAT 161 and MAT 171 will not count as two different courses, and similarly, MAT 162 and MAT 172 will not count as two different courses) or select CIS 110 and one course with MAT prefix from MAT 161 and higher. Students who have not demonstrated competence in the basic use of computers by either high school transcript or COA proficiency test score must enroll in CIS 110 as three of these required semester hours or as three of the 16 semester hours required in electives below.

**6**

**Other Required Courses** (6 Semester Hours Credit)

| | | | |
|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| HEA 110 | Personal Health/Wellness Physical Education | 3 | 0 | 3 |
| PED 000 | | | | 1 |
| PED 000 | | | | 1 |
| | | | | **6** |

**Electives** (12 Semester Hours Credit) 9 Semester Hours Credit are required in the CJC courses listed below.

3 additional hours from the CAA Course List are required.

| | | | |
|---|---|---|---|
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 3 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 3 |
| CJC 141 | Corrections | 3 | 0 | 3 |
| | Electives | | | 3 |
| | | | | **12** |

**Total Semester Hours Required for Associate Degree  65**

*An Associate in Applied Science Degree in Criminal Justice Technology is available to students who do not plan on transferring to a four-year university but plan to seek employment with a two-year degree. Please see Criminal Justice Technology.

Students with certain misdemeanor or felony convictions may have **limited criminal justice employment opportunities.**

Associate in Arts
## Pre-Major in English (A 10 10 E)

Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credits |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 3 |
| | and | | | |
| SPA 181 | Spanish Lab I | 0 | 2 | 1 |
| | or | | | |
| FRE 111 | Elementary French I | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| | | | | **16 or 17** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| | or | | | |
| ENG 112 | Argument-Based Research | 3 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 3 |
| | and | | | |
| SPA 182 | Spanish Lab II | 0 | 2 | 1 |
| | or | | | |
| FRE 112 | Elementary French II | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| HUM 212 | Humanities II | 3 | 0 | 3 |
| | | | | **16 or 17** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| ENG 231 | American Literature I | 3 | 0 | 3 |
| | or | | | |
| ENG 241 | British Literature I | 3 | 0 | 3 |
| | or | | | |
| ENG 261 | World Literature I | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| *Elective | (From CAA List) | 3 | 0 | 3 |
| BIO 111 | General Biology I | 3 | 3 | 4 |
| | or | | | |
| CHM 135 | Survey of Chemistry I | 3 | 2 | 4 |
| | or | | | |
| PHY 110 | Conceptual Physics | 3 | 0 | 3 |
| | and | | | |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| MAT 161 | College Algebra | 3 | 0 | 3 |
| | or | | | |

| | | | | |
|---|---|---|---|---|
| MAT 171 | Pre-Calculus Algebra | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **17** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| SOC 210 | Introduction to Sociology | 3 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 3 |
| | and | | | |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 1 |
| | or | | | |
| BIO 112 | General Biology II | 3 | 3 | 4 |
| | or | | | |
| CHM136 | Survey of Chemistry II | | | |
| DRA 112 | Literature of the Theatre | 3 | 0 | 3 |
| | or | | | |
| DRA 122 | Oral Interpretation | 3 | 0 | 3 |
| ART 111 | Art Appreciation | 3 | 0 | 3 |
| | or | | | |
| ART 115 | Art History Survey II | 3 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 3 |
| | or | | | |
| ENG 242 | British Literature II | 3 | 0 | 3 |
| | or | | | |
| ENG 262 | World Literature II | 3 | 0 | 3 |
| | | | | **16** |

*If SPA 111, 112, 181, and 182 are taken; only 1 hour elective required.

**Total Semester Hours Required for Associate Degree  65**

Associate in Arts
## Pre-major in Social Work (A 10 10 Q)

This program is designed for students who plan to pursue a Bachelor of Arts or Bachelor of Science degree in social work or related fields of study. Students should review specific course requirements with the four-year college or university. Individual institutions may have additional requirements for admission to their major course of study. Upon completion of course work, the student will graduate with an Associate in Arts Degree.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 3 |
| SPA 181 | Spanish Lab I | 0 | 2 | 1 |
| BIO 111 | General Biology I | 3 | 3 | 4 |
| | or | | | |
| CHM 135 | Survey of Chemistry I | 3 | 2 | 4 |
| | or | | | |
| PHY 110 | Conceptual Physics | 3 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **15** |

| | | Class | Lab | Credits |
|---|---|---|---|---|
| ENG 112 | Argument-Based Research | 3 | 0 | 3 |
| | or | | | |
| ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 3 |
| SPA 182 | Spanish Lab II | 0 | 2 | 1 |
| BIO 112 | General Biology II | 3 | 3 | 4 |
| | or | | | |
| CHM 136 | Survey of Chemistry II | 3 | 2 | 4 |
| | or | | | |
| AST 111 | Descriptive Astronomy | 3 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 1 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **18** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| ENG 231 | American Literature I | 3 | 0 | 3 |
| | or | | | |
| ENG 241 | British Literature I | 3 | 0 | 3 |
| | or | | | |
| ENG 261 | World Literature I | 3 | 0 | 3 |
| HEA 110 | Personal Health and Wellness | 3 | 0 | 3 |
| MAT 161 | College Algebra | 3 | 0 | 3 |
| | or | | | |
| MAT 171 | Pre-Calculus Algebra | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 3 |
| | | | | **15** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| Elective | (General Elective) | 1 | 0 | 1 |
| POL120 | American Government | 3 | 0 | 3 |
| | | | | **17** |

**Total Semester Hours Required for Associate Degree 65**

# Associate in Fine Arts

**(A 10 20)**

The Associate in Fine Arts Degree is designed to provide students with the basic courses required of freshmen and sophomore art, music, and drama majors at senior institutions. The program of study prepares students to continue their studies in the fine arts. *All courses described below must have numbers of 110–199 or 210–299.*

## Art (A 1020 A)

**First Year**

| *First Semester* | | Class | Lab | Credits |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| ART 121 | Design I | 0 | 6 | 3 |
| ART 131 | Drawing I | 0 | 6 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| ART 171 | Computer Art I | 0 | 6 | 3 |
| | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | | | **16** |

| *Second Semester* | | | | |
|---|---|---|---|---|
| ART 122 | Design II | 0 | 6 | 3 |
| ART 132 | Drawing II | 0 | 6 | 3 |
| ART 240 | Painting I | 0 | 6 | 3 |
| *ENG 112 | Argument-Based Research | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| | | | | **15** |

**Second Year**

| *First Semester* | | | | |
|---|---|---|---|---|
| ART 114 | Art History Survey I | 3 | 0 | 3 |
| ART 283 | Ceramics I | 0 | 6 | 3 |
| ART 241 | Painting II | 0 | 6 | 3 |
| | Math (MAT 161 or higher) | 3 | 0 | 3 |
| | Humanities/Fine Arts Elective (ENG prefix) | 3 | 0 | 3 |
| | Social or Behavioral Science Elective | 3 | 0 | 3 |
| | | | | **18** |

| *Second Semester* | | | | |
|---|---|---|---|---|
| ART 115 | Art History Survey II | 3 | 0 | 3 |
| ART 281 | Sculpture I | 0 | 6 | 3 |
| ART 284 | Ceramics II | 0 | 6 | 3 |
| | Social/Behavioral Science Elective | 3 | 0 | 3 |
| | Natural Science w/ Lab | 3 | 2-3 | 4 |
| | | | | **16** |

\* Or ENG 113 or ENG 114
\*\*Or HIS 122

**Total Semester Hours Required for Associate Degree 65**

## Drama/Musical Theatre (A 10 20 CM)

| (Social or Behavioral Science) | | 3 | 0 | 3 |
|---|---|---|---|---|
| | | | | **17** |

*Second Semester (Spring)*

| DAN 000 | Dance Elective | 0 | 4 | 2 |
|---|---|---|---|---|
| DRA 131 | Acting II | 0 | 6 | 3 |
| DRA 000 | Drama Elective | 3 | 0 | 3 |
| MUS 152V | Class Music II (Voice) | 0 | 2 | 1 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| *ENG 112 | Argument-Based Research | 3 | 0 | 3 |
| | | | | **15** |

*Third Semester (Fall)*

| DAN 000 | Dance Elective | 0 | 3 | 1 |
|---|---|---|---|---|
| DRA 230 | Acting III | 0 | 6 | 3 |
| MUS 151P | Class Music I (Piano) | 0 | 2 | 1 |
| MUS 212 | American Musical Theatre | 3 | 0 | 3 |
| DRA Elective (Humanities/Fine Arts) | | 3 | 0 | 3 |
| HIS 121/122 Western Civilization I or II | | 3 | 0 | 3 |
| MAT 000 | Math Elective (MAT 161 or higher) | 3 | 0 | 3 |
| | | | | **17** |

*Fourth Semester (Spring)*

| DAN 000 | Dance Elective(s) | 0 | 4 | 2 |
|---|---|---|---|---|
| DRA 000 | Drama Elective | 3 | 0 | 3 |
| MUS 152P | Class Music II (Piano) | 0 | 2 | 1 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| Elective | (Natural Science w/ Lab) | 3 | 2-3 | 4 |
| Elective | (Social or Behavioral Science) | 3 | 0 | 3 |
| | | | | **16** |

*Or ENG 113 or ENG 114

*Choose DRA electives from the following:*
DRA 120 Voice for Performance
DRA 128 Children's Theatre
DRA 140 Stagecraft I
DRA 142 Costuming
DRA 145 Stage Makeup
DRA 170 Play Production I
DRA 171 Play Production II

*Choose DAN electives from the following:*
DAN 121 Tap Dance I
DAN 122 Tap Dance II
DAN 124 Jazz Dance I
DAN 125 Jazz Dance II
DAN 140 Modern Dance I
DAN 141 Modern Dance II
DAN 142 Inter Modern Dance I
DAN 143 Inter Modern Dance II
DAN 225 Choreography I
DAN 226 Choreography II

**Total Semester Hours Required for Associate Degree  65**

## Drama Theatre Education (A 10 20 C)

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| DRA 122 | Oral Interpretation | 3 | 0 | 3 |
| DRA 130 | Acting I | 0 | 6 | 3 |
| DRA 170 | Play Production I | 0 | 9 | 3 |
| HIS 121/122 Western Civilization I or II | | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| | | | | **16** |

*Second Semester (Spring)*

| DRA 131 | Acting II | 0 | 6 | 3 |
|---|---|---|---|---|
| DRA 000 | Drama Elective | 3 | 0 | 3 |
| DRA 120 | Voice for Performance | 3 | 0 | 3 |
| Elective | (Social/Behavior Science) | 3 | 0 | 3 |
| *ENG 112 | Argument-Based Research | 3 | 0 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **16** |

**Second Year**

*First Semester (Fall)*

| DRA 140 | Stage Craft I | 0 | 6 | 3 |
|---|---|---|---|---|
| Elective | (Humanities/Fine Arts - COM prefix) | 3 | 0 | 3 |
| DRA 000 | Drama Elective | 2 | 0 | 2 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| Elective | (Humanities/Fine Arts – ENG prefix) | 3 | 0 | 3 |
| **DRA 000** | **Drama Elective** | **3** | **0** | **3** |
| | | | | **17** |

*Second Semester (Spring)*

| DRA 000 | Drama Elective | 3 | 0 | 3 |
|---|---|---|---|---|
| Elective (Social/Behavioral Science) | | 3 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| MAT 000 | Math Elective (161 or higher) | 3 | 0 | 3 |
| Elective (Natural Science with Lab) | | 3 | 2-3 | 4 |
| | | | | **16** |

*Or ENG 113 or ENG 114

**Total Semester Hours Required for Associate Degree  65**

*Choose DRA electives (8 SHC) from the following:*
DRA 112 Literature of the Theatre
DRA 128 Children's Theatre
DRA 141 Stagecraft II
DRA 142 Costuming
DRA 143 Costume Design
DRA 145 Stage Makeup
DRA 147 Sound Technology
DRA 150 Stage Management
DRA 171 Play Production II

DRA 230 Acting III
DRA 231 Acting IV
DRA 240 Lighting for the Theatre
DRA 241 Lighting Design
DRA 260 Directing
DRA 270 Play Production III
DRA 271 Play Production IV
DAN elective(s)

## Drama/Theatre Technology (A 10 20 CT)

**First Year**

| First Semester (Fall) | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| DRA 140 | Stagecraft I | 0 | 6 | 3 |
| DRA 111 | Theatre Appreciation | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| ART 121 | Design I | 0 | 6 | 3 |
| | | | | **16** |

| Second Semester (Spring) | | | | |
|---|---|---|---|---|
| DRA 141 | Stagecraft II | 0 | 6 | 3 |
| DRA 150 | Stage Management | 3 | 0 | 3 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| *ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| COM 110 | Introduction to Communication or | | | |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| | | | | **18** |

| Third Semester (Fall) | | | | |
|---|---|---|---|---|
| DRA 170 | Play Production I | 0 | 9 | 3 |
| DRA 240 | Lighting for the Theatre | 2 | 2 | 3 |
| DRA 130 | Acting I | 0 | 6 | 3 |
| DRA 000 | Elective | 3 | 0 | 3 |
| MAT 161 | College Algebra (or higher) | 3 | 0 | 3 |
| | | | | **15** |

| Fourth Semester (Spring) | | | | |
|---|---|---|---|---|
| DRA 171 | Play Production II | 0 | 9 | 3 |
| DRA 147 | Sound Technology | 3 | 0 | 3 |
| Elective | (Humanities/Fine Arts - ENG prefix) | 3 | 0 | 3 |
| Elective | (Social or Behavioral Science) | 3 | 0 | 3 |
| Elective | (Natural Sciences w/ Lab) | 3 | 2-3 | 4 |
| | | | | **16** |

*Or ENG 112 or ENG 114

**Total Semester Hours Required for Associate Degree 65**

## Music and Music Education (A 10 20 D)

**First Year**

| First Semester | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| MUS 121 | Music Theory I | 3 | 2 | 4 |
| MUS 151 | Class Music I | 0 | 2 | 1 |
| MUS 161 | Applied Music I | 1 | 2 | 2 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 3 |
| * Band or Chorus | | 0 | 2 | 1 |
| | | | | **15** |

| Second Semester | | | | |
|---|---|---|---|---|
| MUS 122 | Music Theory II | 3 | 2 | 4 |
| MUS 152 | Class Music II | 0 | 2 | 1 |
| MUS 162 | Applied Music II | 1 | 2 | 2 |
| ENG 113 | Literature-Based Research | 3 | 0 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| Humanities Elective | | 3 | 0 | 3 |
| * Band or Chorus | | 0 | 2 | 1 |
| | | | | **17** |

**Second Year**

| First Semester | | | | |
|---|---|---|---|---|
| MUS 221 | Music Theory III | 3 | 2 | 4 |
| MUS 261 | Applied Music III | 1 | 2 | 2 |
| Humanities Elective (ENG prefix) | | 3 | 0 | 3 |
| Social/Behavioral Science Elective | | 3 | 0 | 3 |
| Math (MAT 161 or higher) | | 3 | 0 | 3 |
| * Band or Chorus | | 0 | 2 | 1 |
| | | | | **16** |

| Second Semester | | | | |
|---|---|---|---|---|
| MUS 222 | Music Theory IV | 3 | 2 | 4 |
| MUS 262 | Applied Music IV | 1 | 2 | 2 |
| Social/Behavioral Science Elective | | 3 | 0 | 3 |
| Natural Science w/Lab | | 3 | 2-3 | 4 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| * Band or Chorus | | 0 | 2 | 1 |
| | | | | **17** |

*Select 4 hours from the following:
MUS 131, 132, 133, 134, 231, 232

**Total Semester Hours Required for Associate Degree 65**

# Associate in General Education (A 10 30 0)

The Associate in General Education Degree is designed to serve individuals who would like to expand their knowledge, enrich their personal lives, and improve their understanding of the world today. The two-year program is for students who are interested in a basic exposure to the liberal arts and who would like to tailor their program to personal interests rather than to specific professional requirements designed for transfer. All courses must be numbered 110 or above.

| Title | Class | Lab | Credits |
|---|---|---|---|
| **General Education** (15 SHC) | | | |
| **A. Composition** (6 SHC) | | | |
| ENG 111  Expository Writing | 3 | 0 | 3 |
| *Choose one of the following:* | | | |
| ENG 112  Argument-Based Research | 3 | 0 | 3 |
| ENG 113  Literature-Based Research | 3 | 0 | 3 |
| ENG 114  Professional Res. & Reporting | 3 | 0 | 3 |

**B. Humanities/Fine Arts** (3 SHC)

Select one course which has been approved to satisfy the CAA general education core requirement in Humanities/Fine Arts from the following prefixes: ART, DAN, DRA, ENG (literature), FRE, HUM, MUS, SPA.

**C. Social/Behavioral Sciences** (3 SHC)

Select one course which has been approved to satisfy the CAA general education core requirement in Social/Behavioral Sciences from the following prefixes: ECO, GEO, HIS, POL, PSY, SOC.

**D. Natural Sciences/Mathematics** (3 SHC)

Select one course which has been approved to satisfy the CAA general education core requirement in mathematics or natural science from the following prefixes: AST, BIO, CHM, MAT, PHY.

| **Other Required Courses** (50 SHC) | | | |
|---|---|---|---|
| ACA 111  College Student Success | 1 | 0 | 1 |
| (to be taken in initial semester) | | | |
| CIS 110  Introduction to Computers | 2 | 2 | 3 |
| HEA 110  Personal Health/Wellness | 3 | 0 | 3 |
| Physical Education Elective | Varies | Varies | 2 |
| Choose  COM 110 or 231 | 3 | 0 | 3 |

Electives (38 SHC) — Select 38 additional hours from courses numbered 110 or above which are in the current catalog.

**Total Semester Hours Required for Associate Degree  65**

# Associate in Science (A 10 40 0)

The Associate in Science Degree is designed to provide students with the basic courses required of freshman and sophomore science majors at senior institutions. The program of study prepares students to continue their studies in science, mathematics, or related fields. All courses described below must have numbers of 110-199 or 210-299.

| Title | Class | Lab | Credits |
|---|---|---|---|
| **General Education** (44 SHC) | | | |
| **A. Composition** (6 SHC) | | | |
| ENG 111  Expository Writing | 3 | 0 | 3 |
| *Choose one of the following:* | | | |
| ENG 112  Argument-Based Research | 3 | 0 | 3 |
| ENG 113  Literature-Based Research | 3 | 0 | 3 |
| ENG 114  Professional Res. & Reporting | 3 | 0 | 3 |

**B. Humanities/Fine Arts** (12 SHC

Select four courses, from at least three discipline areas, which have been approved to satisfy the CAA general education core requirement having the following prefixes: ART, DAN, DRA, ENG (literature), FRE, HUM, MUS, SPA. Three SHC from COM 110, 120, or 231 may be substituted except for the literature requirement. Foreign languages constitute one discipline area.

| **C. Social/Behavioral Sciences** (12 SHC) | | | |
|---|---|---|---|
| HIS 121  Western Civilization I | 3 | 0 | 3 |
| HIS 122  Western Civilization II | 3 | 0 | 3 |

Select two additional courses in two discipline areas which have been approved to satisfy the CAA general education core requirement in Social/Behavioral Science from the following prefixes: ECO, GEO, POL, PSY, SOC.

**D. Natural Sciences** (8 SHC)

Select a two-course sequence from BIO 111-112, CHM 151-152, or PHY 151-152.

**E. Mathematics** (6 SHC)

Select MAT 171 or higher and select either CIS 110 or any other CAA approved mathematics course excluding MAT 161 and MAT 162. Students who have not demonstrated competence in the basic use of computers by either high school transcript or COA proficiency test score must enroll in CIS 110.

| **Other Required Courses** (21 SHC) | | | |
|---|---|---|---|
| ACA 111  College Student Success | 1 | 0 | 1 |
| (to be taken in initial semester) | | | |
| HEA 110  Personal Health/Wellness | 3 | 0 | 3 |
| Physical Education Elective(s) | Varies | Varies | 2 |

**Sciences**  (8 SHC)

Select courses with accompanying lab work from the CAA Course List in AST, BIO, CHM 151 or higher, or PHY 151 or higher.

**Mathematics** (7 SHC)

Select courses from the CAA Course List with MAT prefix, excluding MAT 161 and MAT 162.

**Total Semester Hours Required for Associate Degree  65**

# Business Technologies

## Business Administration

### (A 25 12 0) (Associate In Applied Science)

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will acquire a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and business industry.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| BUS 110 | Introduction to Business | 3 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| OST 286 | Professional Development | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **19** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *BUS 121 | Business Math | 2 | 2 | 3 |
| | (or 3 hours of Cooperative Education) | | | |
| BUS 137 | Principles of Management | 3 | 0 | 3 |
| CIS 120 | Spreadsheet I | 2 | 2 | 3 |
| ENG 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| OST 136 | Word Processing | 1 | 2 | 2 |
| *CIS 172 | Intro to the Internet | 2 | 3 | 3 |
| | (or 3 hours of Cooperative Education) | | | |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| | or MAT 121 | | | |
| | | | | **20** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACC 120 | Principles of Accounting I | 3 | 2 | 4 |
| CIS 152 | Dbase Con. & Apps | 2 | 2 | 3 |
| MKT 120 | Principles of Marketing | 3 | 0 | 3 |
| *CIS 220 | Spreadsheets II | 1 | 2 | 2 |
| or CIS 169 | Business Presentations or Cooperative Education | | | |
| BUS 260 | Business Communications | 3 | 0 | 3 |
| | Elective (Humanities/Fine Arts) | 3 | 0 | 3 |
| | | | | **18** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACC 121 | Principles of Accounting II | 3 | 2 | 4 |
| ACC 140 | Payroll Accounting | 1 | 2 | 2 |
| ACC 150 | Computerized General Ledger | 1 | 2 | 2 |
| | Elective (Social/Behavioral Science) | 3 | 0 | 3 |
| BUS 285 | Business Management Issues | 2 | 2 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| | | | | **17** |

**Total Semester Hours Required for Associate Degree  74**

*Students can only substitute for two of the three courses for Cooperative Education.

## Business Administration/E-commerce

### (A 25 12 I) (Associate in Applied Science)

Electronic Commerce is a concentration under the title of Business Administration. This curriculum is designed to prepare individuals for a career in the Internet economy. Course work includes topics related to electronic business, Internet strategy in business, basic business principles in the world of E-Commerce. Students will be able to demonstrate the ability to identify and analyze such functional issues as planning, technical systems, marketing, security, finance, law, design, implementation, assessment and policy issues at an entry level. Graduates will have a sound business educational base for life long learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and small to medium size businesses or industry.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Clinical | Cr. |
|---|---|---|---|---|---|
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 0 | 3 |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| ECM 168 | Electronic Business | 2 | 2 | 0 | 3 |
| | | | | | **19** |

*Second Semester (Spring)*

| | | Class | Lab | Clinical | Cr. |
|---|---|---|---|---|---|
| BUS 137 | Principles of Management | 3 | 0 | 0 | 3 |
| CIS 120 | Spreadsheets I | 2 | 2 | 0 | 3 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| CIS 172 | Introduction to the Internet | 2 | 3 | 0 | 3 |
| ECM 210 | Introduction to E-commerce | 2 | 2 | 0 | 3 |
| | Elective (Humanities/Fine Arts) | 3 | 0 | 0 | 3 |
| | Cooperative Education | 0 | 0 | 10 | 1 |
| | | | | | **19** |

*Third Semester (Summer)*

| | | Class | Lab | Clinical | Cr. |
|---|---|---|---|---|---|
| CIS 152 | Database Concepts | 2 | 2 | 0 | 3 |
| | | | | | **3** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | | Credit |
|---|---|---|---|---|---|
| ACC 120 | Principles of Accounting I | 3 | 2 | 0 | 4 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| MKT 120 | Principles of Marketing | 3 | 0 | 0 | 3 |
| CIS 169 | Business Presentations | 1 | 2 | 0 | 2 |
| ECM 220 | E-Commerce Planning & Imp. | 2 | 2 | 0 | 3 |
| ITN 110 | Intro to Web Graphics | 2 | 2 | 0 | 3 |
| | | | | | **18** |

*Second Semester (Spring)*

| | | | | | |
|---|---|---|---|---|---|
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 3 |
| ACC 121 | Principles of Accounting II | 3 | 2 | 0 | 4 |
| COE 112 | Cooperative Education | 0 | 0 | 20 | 2 |
| ECM 230 | Capstone Project | 1 | 6 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| | | | | | **15** |

**Total Semester Hours Required for Associate Degree 74**

# Computer Programming

## (A 25 13 0) (Associate in Applied Science)

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations. Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve. Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| CSC 139 | Visual Basic Programming | 2 | 3 | 3 |
| CIS 115 | Intro to Programming & Logic | 2 | 2 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| (1)ENG 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| CIS 130 | Survey of Operating Systems | 2 | 3 | 3 |
| CSC 239 | Advanced Visual Basic | 2 | 3 | 3 |
| CSC 133 | C Programming | 2 | 3 | 3 |
| COM 110 | Introduction to Communication | 3 | 0 | 3 |
| | | | | **15** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| NET 110 | Data Communications | 2 | 2 | 3 |
| (2)CIS 147 | Operating System - Windows | 2 | 2 | 3 |
| | | | | **6** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| CSC 134 | C++ Programming | 2 | 3 | 3 |
| CIS 286 | Systems Analysis & Design | 3 | 0 | 3 |
| CSC 131 | Assembly Programming | 2 | 3 | 3 |
| CSC 148 | Java Programming | 2 | 3 | 3 |
| CIS 152 | Database Concepts & Applications | 2 | 2 | 3 |
| CIS 215 | Hardware Installation and Maintenance | 2 | 3 | 3 |
| | | | | **18** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| CIS 288 | System Project | 1 | 4 | 3 |
| CIS 153 | Database Applications | 2 | 2 | 3 |
| | Or 3 hours of Cooperative Education | | | |
| Elective | (Social/Behavioral Science) | 3 | 0 | 3 |
| CSC 234 | Advanced C++ Programming | 2 | 3 | 3 |
| CSC 248 | Advanced Internet Programming | 2 | 3 | 3 |
| Elective | (Humanities/Fine Arts) | 3 | 0 | 3 |
| | | | | **18** |

**Total Semester Hours Required for Associate Degree 73**

(1) May substitute ENG 112 or ENG 113
(2) May substitute CIS 246 Operating Systems – Unix

## Information Systems

**(A 25 26 0) (Associate in Applied Science)**

**(C 25 26 0) (Certificate)**

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs. Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems. Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

### First Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| CIS 172 | Introduction to the Internet | 2 | 3 | 3 |
| Elective | (Humanities/Fine Arts) | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| CIS 115 | Intro to Programming & Logic | 2 | 2 | 3 |
| [1]ENG 114 | Professional Research & Reporting | 3 | 0 | 3 |
| *CIS 120 | Spreadsheets I | 2 | 2 | 3 |
| *CIS 130 | Survey of Operating Systems | 2 | 3 | 3 |
| *OST 136 | Word Processing | 1 | 2 | 2 |
| BUS 137 | Principles of Management | 3 | 0 | 3 |
| | | | | **17** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| NET 110 | Data Communications/ Networking | 2 | 2 | 3 |
| CIS 147 | Operating System-Windows | 2 | 2 | 3 |
| CIS 220 | Spreadsheets II | 1 | 2 | 2 |
| | or | | | |
| 2 hours of Cooperative Education | | | | |
| | | | | **8** |

### Second Year

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| ACC 120 | Principles of Accounting I | 3 | 2 | 4 |
| *CIS 152 | Dbase Con. & Applications | 2 | 2 | 3 |
| *CIS 165 | Desktop Publishing I | 2 | 2 | 3 |
| CIS 169 | Business Presentations | 1 | 2 | 2 |
| | or | | | |
| 2 hours of Cooperative Education | | | | |
| CIS 286 | Systems Analysis & Design | 3 | 0 | 3 |
| | | | | **15** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| [2]BUS 285 | Business Management Issues | 2 | 2 | 3 |
| CIS 153 | Database Applications | 2 | 2 | 3 |
| CIS 215 | Hardware Installation/ Maintenance | 2 | 3 | 3 |
| CIS 288 | System Project | 1 | 4 | 3 |
| Elective | (Social/Behavioral Science) | 3 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| | | | | **18** |

**Total Semester Hours Required for Associate Degree 74**

***Total Semester Hours Required for Certificate 14**

(1) May substitute ENG 112 or ENG 113
(2) May substitute ECO 252

## Information Systems/ Network Administration and Support

**(A 25 26 D) (Associate in Applied Science)**

Network Administration and Support is a concentration under the curriculum title of Information Systems. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge. Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities. Graduates should qualify for positions such as: LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates should be prepared to sit for certification exams, which can result in industry-recognized credentials.

### First Year

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| Elective | (Social/Behavioral Science) | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| COM 110 | Introduction to Communications | 3 | 0 | 3 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 114 Professional Research & Reporting | | 3 | 0 | 3 |
| NET 125 | Routing and Switching I | 1 | 4 | 3 |
| CIS 174 | Network Systems Manager I | 2 | 2 | 3 |
| CIS 130 | Survey of Operating Systems | 2 | 3 | 3 |
| CIS 215 | Hardware Installation/ Maintenance | 2 | 3 | 3 |
| Elective (Humanities/Fine Art) | | 3 | 0 | 3 |
| | | | | **18** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| CIS 274 | Network Systems Manager II | 2 | 2 | 3 |
| NET 110 | Data Communications and Networking | 2 | 2 | 3 |
| NET 126 | Routing and Switching II | 1 | 4 | 3 |
| | | | | **9** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| CIS 115 | Introduction to Programming/ Logic | 2 | 2 | 3 |
| CIS 175 | Network Management I | 2 | 2 | 3 |
| CIS 184 | TCP/IP and NFS | 2 | 2 | 3 |
| CIS 152 | Database Concepts & Applications | 2 | 2 | 3 |
| NET 225 | Advanced Routing and Switching I | 1 | 4 | 3 |
| COE 111 | Cooperative Education | 0 | 10 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| BUS 110 | Introduction to Business | 3 | 0 | 3 |
| CIS 287 | Network Support | 2 | 2 | 3 |
| CIS 275 | Network Management II | 2 | 2 | 3 |
| CSC 139 | Visual BASIC Programming | 2 | 3 | 3 |
| NET 226 | Advanced Routing and Switching II | 1 | 4 | 3 |
| COE 121 | Cooperative Education | 0 | 10 | 1 |
| | | | | **16** |

**Total Semester Hours Required for Associate Degree  75**

# Internet Technologies

## (A 25 29 0) (Associate in Applied Science)

The Internet Technologies curriculum is designed to prepare graduates for employment with organizations that use computers to disseminate information via the Internet internally, externally, and/or globally. The curriculum prepares students to create and implement these services. Course work includes computer and Internet terminology and operations, logic, operating systems, database and data communications/networking, and related topics. Studies provide opportunities for students to implement, support, and customize industry-standard Internet technologies. Graduates should qualify for career opportunities as webmasters, Internet and intranet administrators, Internet applications specialists, Internet programmers and Internet technicians. Government institutions, industries, and other organizations enjoy individuals who possess the skills taught in this curriculum.

**First Year**

| *First Semester (Fall)* | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| CIS 172 | Introduction to the Internet | 2 | 3 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **13** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| ENG 114 | Professional Research & Reporting | 3 | 0 | 3 |
| CIS 130 | Survey of Operating Systems | 2 | 3 | 3 |
| CET 111 | Computer Upgrade and Repair | 2 | 3 | 3 |
| ITN 160 | Principles of Web Design | 2 | 2 | 3 |
| ITN 150 | Internet Protocols | 2 | 2 | 3 |
| Elective (Humanities/Fine Arts) | | 3 | 0 | 3 |
| | | | | **18** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| NET 110 | Data Communications and Networking | 2 | 2 | 3 |
| CIS 147 | Operations Systems – Windows | 2 | 2 | 3 |
| ITN 110 | Introduction to Web Graphics | 2 | 2 | 3 |
| | | | | **9** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| COM 110 | Introduction to Communications | 3 | 0 | 3 |
| CSC 160 | Introduction to Internet Programming | 2 | 2 | 3 |
| ITN 140 | Web Development Tools | 2 | 2 | 3 |
| CIS 174 | Network Systems Management I | 2 | 2 | 3 |
| CIS 152 | Database Concepts & Applications | 2 | 2 | 3 |
| COE 111 | Cooperative Education | 0 | 10 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ITN 250 | Implement Internet Servers | 2 | 2 | 3 |
| ITN 290 | Emerging Technologies | 2 | 2 | 3 |
| CSC 248 | Advanced Internet Programming | 2 | 3 | 3 |
| CIS 274 | Network Systems Management II | 2 | 2 | 3 |
| Elective | (Social/Behavioral Science) | 3 | 0 | 3 |
| COE 121 | Cooperative Education | 0 | 10 | 1 |
| | | | | **16** |

**Total Semester Hours Required for Associate Degree  72**

# Office Systems Technology

**(A 25 36 0) (Associate in Applied Science)**

**(C 25 36 0W) (Certificate/Word Processing)**

**(C 25 36 0R (Certificate/Receptionist)**

*Before enrolling in certificate programs, students must have completed the following courses:*

CIS 110/CIS 111 or proficiency

OST 080 or proficiency of 35 wpm

ENG 080 and RED 080 if applicable

The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills. Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| (OST 080 or proficiency of 35 wpm) | | | | |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| Elective | (Social or Behavioral Science) | 3 | 0 | 3 |
| BUS 110 | Introduction to Business (or 3 hours of Cooperative Education) | 3 | 0 | 3 |
| +OST 184 | Records Management | 1 | 2 | 2 |
| *+OST 286 | Professional Development | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **18** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| +BUS 121 | Business Math | 2 | 2 | 3 |
| ENG 114 | Professional Res. & Reporting | 3 | 0 | 3 |
| *+OST 132 | Keyboarding Skill Building | 1 | 2 | 2 |
| *+OST 136 | Word Processing | 1 | 2 | 2 |
| *OST 134 | Text Entry & Formatting | 2 | 2 | 3 |
| *+OST 164 | Text Editing Applications | 3 | 0 | 3 |

| | | Class | Lab | Credit |
|---|---|---|---|---|
| MAT 115 | Mathematical Models or MAT 121 Algebra/Trigonometry I | 2 | 2 | 3 |
| | | | | **19** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACC 120 | Principles of Accounting I | 3 | 2 | 4 |
| CIS 165 | Desktop Publishing I (or 3 hours of Cooperative Education) | 2 | 2 | 3 |
| OST 133 | Adv. Keyboard Skill Building | 1 | 2 | 2 |
| *OST 236 | Adv Word/Info Proc | 2 | 2 | 3 |
| OST 223 | Machine Transcription | 1 | 2 | 2 |
| CIS 152 | Database Concepts | 2 | 2 | 3 |
| | | | | **17** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACC 140 | Payroll Accounting | 1 | 2 | 2 |
| ACC 150 | Computerized General Ledger | 1 | 2 | 2 |
| BUS 260 | Business Communications (or 3 hours of Cooperative Education) | 3 | 0 | 3 |
| CIS 120 | Spreadsheet I | 2 | 2 | 3 |
| +COM 231 | Public Speaking | 3 | 0 | 3 |
| OST 289 | Office Systems Management | 2 | 2 | 3 |
| Elective (Humanities/Fine Arts) | | 3 | 0 | 3 |
| | | | | **19** |

Student can only substitute for two of the three courses for Cooperative Education.

**Total Semester Hours Required for Associate Degree  73**

***Total Semester Hours Required for Certificate/ Word Processing  16**

**+Total Semester Hours Required for Certificate/ Receptionist  18**

# Medical Office Administration

**(A 25 31 0) (Associate in Applied Science)**

**(C 25 31 0M) (Medical Office Transcription Certificate)**

*Before enrolling in certificate programs, students must have completed the following courses:*

CIS 110/CIS 111 or proficiency

OST 080 or proficiency of 35 wpm

ENG 080 and RED 080 if applicable

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing, and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| OST 080 or proficiency of 35 wpm | | | | |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| *MED 121 | Medical Terminology I | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| | or | | | |
| MAT 121 | Algebra/Trigonometry I | | | |
| OST 286 | Professional Development | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| BIO 161 | Intro to Human Biology | 3 | 0 | 3 |
| *MED 122 | Medical Terminology II | 3 | 0 | 3 |
| *OST 132 | Keyboarding Skill Building | 1 | 2 | 2 |
| OST 136 | Word Processing | 1 | 2 | 2 |
| *OST 164 | Text Editing & Applications | 3 | 0 | 3 |
| Elective | (Social or Behavioral Science) | 3 | 0 | 3 |
| | | | | **16** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *OST 133 | Adv. Keyboard Skill | 1 | 2 | 2 |
| BUS 260 | Business Communications | 3 | 0 | 3 |
| | (or 3 hours of Cooperative Education) | | | |
| OST 134 | Text Entry & Formatting | 2 | 2 | 3 |
| OST 148 | Med Coding Bill.& Insurance | 3 | 0 | 3 |
| OST 236 | Adv Word/Info Proc | 2 | 2 | 3 |
| *OST 241 | Med Office Transcription I | 1 | 2 | 2 |
| ACC 120 | Principles of Accounting | 3 | 2 | 4 |
| | | | | **20** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| COM 231 | Public Speaking | 3 | 0 | 3 |
| ENG 114 | Professional Res. & Reporting | 3 | 0 | 3 |
| OST 149 | Medical Legal Issues | 3 | 0 | 3 |
| *OST 242 | Medical Office Transcription II | 1 | 2 | 2 |
| OST 243 | Medical Office Simulation | 2 | 2 | 3 |
| OST 289 | Office Systems Management | 2 | 2 | 3 |
| | (or 3 hours of Cooperative Education) | | | |
| Elective | (Humanities/Fine Arts) | 3 | 0 | 3 |
| | | | | **20** |

**Total Semester Hours Required for Associate Degree   72**

***Total Semester Hours Required for Certificate   17**

# Real Estate

**(C 25 40 0) (Certificate)**

The Real Estate curriculum provides the prelicensing education required by the North Carolina Real Estate Commission, prepares individuals to enter the profession, and offers additional education to meet professional development needs. Course work includes the practices and principles of real estate, emphasizing financial and legal applications, property development, and property values. Graduates should qualify for North Carolina Real Estate licensing examination. They should be able to enter apprenticeship training and to provide real estate services to consumers in a competent manner.

**First Year**

*First Semester (Fall/Evening)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| RLS 112 | Real Estate Fundamentals | 5 | 0 | 5 |
| RLS 113 | Real Estate Math | 2 | 0 | 2 |
| ACC 120 | Principles of Accounting I | 3 | 2 | 4 |
| | | | | **11** |

*Second Semester (Spring/Evening)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| RLS 117 | Real Estate Broker | 4 | 0 | 4 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| | | | | **7** |

**Total Semester Hours Required for Certificate   18**

## Real Estate Appraisal

**(C 25 42 0) (Certificate)**

The Real Estate Appraisal curriculum is designed to prepare individuals to enter the appraisal profession as a registered trainee and advance to licensed or certified appraiser levels. Course work includes appraisal theory and concepts with applications, the North Carolina Appraisers Act, North Carolina Appraisal Board rules, and the Uniform Standards of Professional Appraisal Practice. Graduates should be prepared to complete the North Carolina Registered Trainee Examinations and advance to licensure or certification levels as requirements are met. The program is offered every three years or upon demand.

**First Year**

*First Semester (Fall/Evening)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| REA 101 | Intro. to Real Est. App. R-1 | 2 | 0 | 2 |
| REA 102 | Val. Prin. & Practices R-1 | 2 | 0 | 2 |
| | | | | **4** |

*Second Semester (Spring/Evening)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| REA 103 | Applied Residential Property Val. R-3 | 2 | 0 | 2 |
| REA 201 | Intro. to Inc. Prop. Appr. G-1 | 2 | 0 | 2 |
| | | | | **4** |

*The following courses are offered upon demand.*

**Second Year**

*First Semester (Fall/Evening)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| REA 202 | Advanced Income Capital Processes G-2 | 2 | 0 | 2 |
| REA 203 | Applied Inc. Prop. Val. G-3 | 2 | 0 | 2 |
| | | | | **4** |

**Total Semester Hours Required for Certificate   12**

# Construction Technologies

## Air Conditioning, Heating, and Refrigeration Technology

(D 35 10 0) (Diploma)

(C 35 10 0) (Certificate)

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

### First Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| *AHR 110 | Introduction to Refrigeration | 2 | 6 | 5 |
| *AHR 111 | HVACR Electricity | 2 | 2 | 3 |
| *AHR 112 | Heating Technology | 2 | 4 | 4 |
| MAT 101 | Applied Mathematics I | 2 | 2 | 3 |
| *WLD 112 | Basic Welding Processes | 1 | 3 | 2 |
| ENG 102 | Applied Communications II | 3 | 0 | 3 |
| | | | | **21** |



*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| AHR 113 | Comfort Cooling | 2 | 4 | 4 |
| AHR 114 | Heat Pump Technology | 2 | 4 | 4 |
| AHR 130 | HVAC Controls | 2 | 2 | 3 |
| AHR 115 | Refrigeration Systems | 1 | 3 | 2 |
| AHR 210 | Residential Building Codes | 1 | 2 | 2 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 2 |
| | | | | **17** |

*Third Semester (Summer)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| AHR 133 | HVAC Servicing | 2 | 6 | 4 |
| AHR 140 | All Weather Systems | 1 | 3 | 2 |
| | | | | **6** |

**Total Semester Hours Credit Required for Diploma 44**

**\*Total Semester Hours Credit Required for Certificate 14**

## Building Construction Technology

(A 35 14 0) (Associate in Applied Science)

(D 35 14 0) (Diploma)

(C 35 14 0C) (Certificate/Construction)

(C 35 14 0G) (Certificate/General Construction)

(C 35 14 0M) (Certificate/Masonry)

(C 35 14 0P) (Certificate/Plumbing)

*(To be offered Fall Semester 2001 pending approval by State Board of Community Colleges and funding availability)*

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs/lecture courses and other related classes, provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry. Course work includes basic construction concepts such as general construction, blueprint reading, construction estimating, and project management. Students will also diversify their knowledge of construction in other areas like electrical wiring, construction surveying, plumbing, statics/strength of materials, and HVAC. Graduates should qualify for entry-level jobs in any general construction setting and be able to advance quickly to management positions such as supervisors, superintendents, project coordinators, project planners, estimators, and inspectors.

### First Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *ACA 111 | College Student Success | 1 | 0 | 1 |
| *BPR 130 | Blueprint Reading/Construction | 1 | 2 | 2 |
| *CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| *CST 111 | Construction I | 3 | 3 | 4 |
| *CST 131 | OSHA/Safety/Certification | 2 | 2 | 3 |
| *MAT 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| *WOL 110 | Basic Construction Skills | 2 | 2 | 3 |
| | | **13** | **14** | **19** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *CAR 114 | Residential Building Codes | 3 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| *CST 112 | Construction II | 3 | 3 | 4 |
| *CST 251 | Electrical Wiring Systems | 2 | 2 | 3 |
| *ENG 111 | Expository Writing | 3 | 0 | 3 |
| *PLU 111 | Introduction to Basic Plumbing | 1 | 3 | 2 |
| | | **15** | **8** | **18** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *AHR 211 | Residential System Design | 2 | 2 | 3 |
| CST 211 | Construction Surveying | 2 | 3 | 3 |
| CST 231 | Soils and Site Work | 3 | 2 | 4 |
| CST 241 | Planning/Estimating I | 3 | 0 | 3 |
| ENG 114 | Professional Research/ Reporting | 3 | 0 | 3 |
| *MAS 140 | Introduction to Masonry | 1 | 2 | 2 |
| | Social/Behavioral Elective | 3 | 0 | 3 |
| | | **17** | **9** | **21** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *COE 111 | Co-op Work Experience I | 0 | 10 | 1 |
| CST 221 | Statics/Structures | 3 | 3 | 4 |
| Major Electives** | | Varies | Varies | 9-10 |
| Humanities/Fine Arts Elective | | 3 | 0 | 3 |
| | | **Varies** | **Varies** | **17-18** |

| | |
|---|---|
| **Total Semester Hours Required for Degree** | **75-76** |
| ***Total Semester Hours Required for Diploma** | **40** |

***Select 9-10 Semester Hours of approved major electives from the following: CAB 110, CAB 111, CAB 112, CAR 110, CST 113, CST 115, DFT 119, MAS 110, MAS 130, MAS 170, PLU 110, PLU 130*

**The following certificates are available under the Building Construction Technology program.**

| | |
|---|---|
| **Total Semester Hours Required for Certificates** | **9-17** |

**Construction (C35140C)**

| | | | | |
|---|---|---|---|---|
| WOL 110 | Basic Construction Skills | 2 | 3 | 3 |
| BPR 130 | Blueprint Reading/Construction | 1 | 2 | 2 |
| CST 111 | Construction I | 3 | 3 | 4 |
| CST 112 | Construction II | 3 | 3 | 4 |
| CST 113 | Construction III | 3 | 3 | 4 |
| | | | | **17** |

**General Construction (C 35 14 0G)**

| | | | | |
|---|---|---|---|---|
| BPR 130 | Blueprint Reading/Construction | 1 | 2 | 2 |
| CST 111 | Construction I | 3 | 3 | 4 |
| CST 251 | Electrical Wiring Systems | 2 | 2 | 3 |
| MAS 140 | Introduction to Masonry | 1 | 2 | 2 |
| PLU 111 | Introduction to Basic Plumbing | 1 | 3 | 2 |
| WOL 110 | Basic Construction Skills | 2 | 3 | 3 |
| | | | | **16** |

**Masonry (C35 14 0M)**

| | | | | |
|---|---|---|---|---|
| WOL 110 | Basic Construction Skills | 2 | 3 | 3 |
| BPR 130 | Blueprint Reading/Construction | 1 | 2 | 2 |
| MAS 140 | Introduction to Masonry | 1 | 2 | 2 |
| MAS 170 | Masonry Technology Management | 1 | 2 | 2 |
| | | | | **9** |

**Plumbing (C 35 14 0P)**

| | | | | |
|---|---|---|---|---|
| WOL 110 | Basic Construction Skills | 2 | 3 | 3 |
| BPR 130 | Blueprint Reading/Construction | 1 | 2 | 2 |
| PLU 110 | Modern Plumbing | 4 | 15 | 9 |
| PLU 111 | Introduction to Basic Plumbing | 1 | 3 | 2 |
| | | | | **16** |

# Carpentry

**(D 35 18 0) (Diploma)**
**(C 35 18 0) (Certificate)**

*(Offered only at Pasquotank Correctional Institution)*

The Carpentry curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will also be taught. Course work includes footing and foundations, framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating, and other related topics. Students will develop skills through hands-on participation. Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters, and other related job titles.

**First Year**

| *First Semester (Fall)* | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| *CAR 110 | Introduction to Carpentry | 2 | 0 | 2 |
| *CAR 111 | Carpentry I | 3 | 15 | 8 |
| *BPR 130 | Blueprint Reading: Construction | 1 | 2 | 2 |
| MAT 101 | Applied Mathematics I | 2 | 2 | 3 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CAR 112 | Carpentry II | 3 | 15 | 8 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 2 |
| CAR 115 | Residential Planning/<br>Estimating 3 | | 0 | 3 |
| ENG 102 | Applied Communications II | 3 | 0 | 3 |
| | | | | **16** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| CAR 113 | Carpentry III | 3 | 9 | 6 |
| | | | | **6** |

**Total Semester Hours Credit Required for Diploma    38**

**\*Total Semester Hours Credit Required for Certificate 12**

## Electrical/Electronics Technology

**(D 35 22 0) (Diploma)**

**(C 35 22 0) (Certificate)**

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| *ELC 112 | DC/AC Electricity | 3 | 6 | 5 |
| *ELC 113 | Basic Wiring I | 2 | 6 | 4 |
| *ELC 132 | Electrical Drawings | 1 | 3 | 2 |
| ENG 102 | Applied Communications II | 3 | 0 | 3 |
| *MAT 101 | Applied Mathematics I | 2 | 2 | 3 |
| | | | | **18** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| ELC 114 | Basic Wiring II | 2 | 6 | 4 |
| ELC 115 | Industrial Wiring | 2 | 6 | 4 |
| ELC 126 | Electrical Computations | 2 | 2 | 3 |
| ELC 118 | National Electrical Code | 1 | 2 | 2 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 2 |
| | | | | **15** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| ELC 117 | Motors and Controls | 2 | 6 | 4 |
| ELC 119 | NEC Calculations | 1 | 2 | 2 |
| | | | | **6** |

**Total Semester Hours Required for Diploma        39**

**\*Total Semester Hours Required for Certificate     14**

# Engineering Technologies

## Computer Engineering Technology

**(A 40 16 0) (Associate in Applied Science)**

**(C 40 16 0) (Certificate)**

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems. Course work includes mathematics, physics, electronics, digital circuits and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications. Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| *CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| *EGR 131 | Intro. to Electronics Tech. | 1 | 2 | 2 |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 5 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **17** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| ENG 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 3 |
| *CIS 130 | Survey of Operating Systems | 2 | 3 | 3 |
| ELN 133 | Digital Electronics | 3 | 3 | 4 |
| ELN 131 | Electronic Devices | 3 | 3 | 4 |
| | | | | **17** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| CSC 131 | Assembly Programming | 2 | 3 | 3 |
| ELN 232 | Intro. to Microprocessors | 3 | 3 | 4 |
| | | | | **7** |

**Second Year**

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| *CET 111 | Computer Upgrade/Repair I | 2 | 3 | 3 |
| CSC 133 | C Programming | 2 | 3 | 3 |
| ELN 275 | Troubleshooting | 1 | 2 | 2 |
| ELN 233 | Microprocessor Systems | 3 | 3 | 4 |
| PHY131 | Physics-Mechanics | 3 | 2 | 4 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| *CET 211 | Computer Upgrade/Repair II | 2 | 3 | | 3 |
| ELN 235 | Data Communications Systems | 3 | 3 | | 4 |
| COM 231 | Public Speaking | 3 | 0 | | 3 |
| EGR 285 | Design Project | 0 | 4 | | 2 |
| Elective (Social or Behavioral Science) | | 3 | 0 | | 3 |
| Elective (Humanities/Fine Arts) | | 3 | 0 | | 3 |
| | | | | | **18** |

**Total Semester Hours Required for Associate Degree 75**

**\*Total Semester Hours Required for Certificate 14**

# Health Sciences

## Associate Degree Nursing (Non-integrated)

### (A 45 12 0) (Associate in Applied Science)

College of The Albemarle's Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, Telephone Number 1-800-669-1656, Fax 212-812-0393).

The Associate Degree Nursing (non-integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physicians' offices, industry, and community agencies.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| NUR 115 | Fundamentals of Nursing | 2 | 3 | 6 | 5 |
| NUR 133 | Nursing Assessment | 2 | 3 | 0 | 3 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| | | | | | **17** |

*Second Semester (Spring)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| NUR 135 | Adult Nursing I | 5 | 3 | 9 | 9 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 4 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| | | | | | **16** |

*Third Semester (Summer)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| NUR 125 | Maternal-Child Nursing | 5 | 3 | 6 | 8 |
| | | | | | **8** |
| | or | | | | |
| NUR 185 | Mental Health Nursing | 3 | 0 | 6 | 5 |
| NUR 188 | Nursing in the Community | 1 | 0 | 6 | 3 |
| | | | | | **8** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| NUR 255 | Professional Issues | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| Elective | (Humanities or Fine Arts) | 3 | 0 | 0 | 3 |
| | and | | | | |
| NUR 125 | Maternal-Child Nursing | 5 | 3 | 6 | 8 |
| | or | | | | |
| NUR 185 | Mental Health Nursing | 3 | 0 | 6 | 5 |
| NUR 188 | Nursing in the Community | 1 | 0 | 6 | 3 |
| | | | | | **17** |

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| **Second Semester (Spring)** | | | | | |
| NUR 235 | Adult Nursing II | 4 | 3 | 15 | 10 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| PED 000 | Physical Education Elective | | | | 1 |
| | | | | | **14** |

**Total Semester Hours Required for Associate Degree    72**

Students with certain misdemeanor or felony convictions may have limited licensure and employment opportunities.

## LPN-ADN Option Program

### First Year

| *First Semester (Fall)* | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| | | | | | **9** |
| *Second Semester (Spring)* | | | | | |
| + NUR 133 | Nursing Assessment | 2 | 3 | 0 | 3 |
| BIO 169 | Anatomy & Physiology II | 3 | 3 | 0 | 4 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| | | | | | **10** |
| *Third Semester (Summer)* | | | | | |
| NUR 125 | Maternal-Child Nursing | 5 | 3 | 6 | 8 |
| | | | | | **8** |
| | or | | | | |
| NUR 185 | Mental Health Nursing | 3 | 0 | 6 | 5 |
| NUR 188 | Nursing in the Community | 1 | 0 | 6 | 3 |
| | | | | | **8** |

### Second Year

| *First Semester (Fall)* | | | | | |
|---|---|---|---|---|---|
| NUR 255 | Professional Issues | 3 | 0 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| Elective | (Humanities or Fine Arts) | 3 | 0 | 0 | 3 |
| | and | | | | |
| NUR 125 | Maternal-Child Nursing | 5 | 3 | 6 | 8 |
| | or | | | | |
| NUR 185 | Mental Health Nursing | 3 | 0 | 6 | 5 |
| NUR 188 | Nursing in the Community | 1 | 0 | 6 | 3 |
| | | | | | **17** |
| *Second Semester (Spring)* | | | | | |
| NUR 235 | Adult Nursing II | 4 | 3 | 15 | 10 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 0 | 3 |
| PED 000 | Physical Education Elective | | | | 1 |
| | | | | | **14** |

*+ Upon successful completion of NUR 133, credit will be granted by valuation for up to 14 semester hours in Nursing courses.*

**Total Semester Hours Required for Associate Degree    72**

Students with certain misdemeanor or felony convictions may have limited licensure and employment opportunities.

## Emergency Medical Science

### (A 45 34 0) (Associate in Applied Science)

*To be offered at COA Fall Semester 2002 pending funding availability and approval by N. C. State Board of Community Colleges.*

The Emergency Medical Science curriculum is designed to prepare graduates to enter the workforce as paramedics. Additionally, the program can provide an Associate Degree for individuals desiring an opportunity for career enhancement. The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by medical services agencies. Students progressing through the program may be eligible for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

### First Year

| *First Semester (Fall)* | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| EMS 110 | EMT-Basic | 4 | 6 | 0 | 6 |
| EMS 111 | Prehospital Environment | 2 | 2 | 0 | 3 |
| EMS 150 | Emergency Vehicles & EMS Comm. | 1 | 3 | 0 | 2 |
| | | | | | **19** |
| *Second Semester (Spring)* | | | | | |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 4 |
| CIS 110 | Introduction to Computers | 2 | 2 | 0 | 3 |
| ENG 114 | Professional Research and Reporting | 3 | 0 | 0 | 3 |
| EMS 120 | Intermediate Interventions | 2 | 3 | 0 | 3 |
| EMS 121 | EMS Clinical Practicum I | 0 | 0 | 6 | 2 |
| EMS 130 | Pharmacology I for EMS | 1 | 3 | 0 | 2 |
| EMS 131 | Advanced Airway Management | 1 | 2 | 0 | 2 |
| | | | | | **19** |
| *Third Semester (Summer)* | | | | | |
| EMS 140 | Rescue Scene Management | 1 | 6 | 0 | 3 |
| EMS 210 | Advanced Patient Assessment | 1 | 3 | 0 | 2 |
| EMS 221 | EMS Clinical Practicum II | 0 | 0 | 9 | 3 |
| | | | | | **8** |

## Second Year

*First Semester (Fall)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| EMS 220 | Cardiology | 2 | 6 | 0 | 4 |
| EMS 231 | EMS Clinical Practicum III | 0 | 0 | 9 | 3 |
| EMS 240 | Special Needs Patients | 1 | 3 | 0 | 2 |
| EMS 250 | Advanced Medical Emergencies | 2 | 3 | 0 | 3 |
| EMS 260 | Advanced Trauma Emergencies | 1 | 3 | 0 | 2 |
| | | | | | **17** |

*Second Semester (Spring)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| Humanities/Fine Arts Elective | | 3 | 0 | 0 | 3 |
| COE 211 | Co-op Work Experience IV (EMS) | 0 | 0 | 10(W) | 1 |
| EMS 235 | EMS Management | 2 | 0 | 0 | 2 |
| EMS 242 | EMS Hospital Clinical IV | 0 | 0 | 6 | 2 |
| EMS 270 | Life Span Emergencies | 2 | 2 | 0 | 3 |
| EMS 285 | EMS Capstone | 1 | 3 | 0 | 2 |
| | | | | | **13** |

**Total Semester Credit Hours Required for Associate Degree**     **76**

Advanced Placement Course:

| | | | | | |
|---|---|---|---|---|---|
| EMS 280 | EMS Bridging Course | 2 | 2 | 0 | 3 |

Prerequisites: Enrollment in the EMS Bridging Program

Corequisites: None

This course is designed to bridge the knowledge gained in a continuing education paramedics program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.

# Nursing Assistant

## (C 45 48 0) (Certificate)

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, and employment skills. Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. Graduates may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

## First Year

| First Semester (Fall) | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|
| NAS 101 | Nursing Assistant I | 3 | 2 | 3 | 5 |
| NAS 103 | Home Health Care | 2 | 0 | 0 | 2 |
| NAS 102 | Nursing Assistant II | 3 | 2 | 6 | 6 |
| **Total Hours Required for Certificate** | | | | | **13** |

Students with a felony conviction may have limited licensure and employment opportunities.

Please note that there are also nursing assistant courses offered through the Continuing Education Department. Please call 335-0821, ext. 2250 for more information.

# Practical Nursing

## (D 45 66 0) (Diploma)

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care. Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physicians' offices, industry, and home health agencies.

**First Year**

| *First Semester (Fall)* | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| NUR 101 | Practical Nursing I | 7 | 6 | 6 | 11 |
| BIO 106 | Intro. to Anat/Phys/Micro | 2 | 2 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| | | | | | **18** |

| *Second Semester (Spring)* | | | | | |
|---|---|---|---|---|---|
| NUR 102 | Practical Nursing II | 8 | 0 | 12 | 12 |
| PSY 110 | Life Span Development | 3 | 0 | 0 | 3 |
| CIS 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| | | | | | **17** |

| *Third Semester (Summer)* | | | | | |
|---|---|---|---|---|---|
| NUR 103 | Practical Nursing III | 6 | 0 | 12 | 10 |
| PED 000 | Physical Education Elective | | | | 1 |
| | | | | | **11** |

**Total Semester Hours Required for Diploma**     **46**

**Students with certain misdemeanor or felony convictions may have limited licensure and employment opportunities.**

# Surgical Technology

## (D 45 74 0) (Diploma)

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations. Graduates of this program will be eligible to apply to take the Liaison Council's Certificate Examination for Surgical Technologists. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

## First Year

*First Semester (Fall)*

| | | Class | Lab | Clin. | Wrk | Credit |
|---|---|---|---|---|---|---|
| ACA 111 | College Student Success 1 | 0 | 0 | 0 | | 1 |
| BIO 168 | Anatomy & Physiology I | 3 | 3 | 0 | 0 | 4 |
| ENG 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| SUR 110 | Introduction to Surgical Technology | 3 | 0 | 0 | 0 | 3 |
| SUR 111 | Periop. Patient Care | 5 | 6 | 0 | 0 | 7 |
| | | | | | | **18** |

*Second Semester (Spring)*

| | | | | | | |
|---|---|---|---|---|---|---|
| BIO 169 | Anatomy & Physiology II | 3 | 3 | 0 | 0 | 4 |
| CIS 110 | Intro. to Computers | 2 | 2 | 0 | 0 | 3 |
| SUR 122 | Surgical Procedures I | 5 | 3 | 0 | 0 | 6 |
| SUR 123 | SUR Clinical Practice I | 0 | 0 | 21 | 0 | 7 |
| | | | | | | **20** |

*Third Semester (Summer)*

| | | | | | | |
|---|---|---|---|---|---|---|
| SUR 134 | Surgical Procedures II | 5 | 0 | 0 | 0 | 5 |
| SUR 135 | SUR Clinical Practice II | 0 | 0 | 12 | 0 | 4 |
| SUR 137 | Professional Success Preparation 1 | 0 | 0 | 0 | | 1 |
| | | | | | | **10** |

**Total Semester Hours Required for Diploma** — **48**

# Industrial Technologies

## Machining Technology

**(D 50 30 0) (Diploma) and**

**(C 50 30 0) (Certificate)**

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment and sophisticated precision inspection instruments. Students learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations and make decisions to insure that work quality is maintained. Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies and in a wide range of specialty machining job shops.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| *MAC 111 | Machining Technology I | 2 | 12 | 6 |
| *MAC 121 | Introduction to CNC | 2 | 0 | 2 |
| *BPR 111 | Blueprint Reading | 1 | 2 | 2 |
| *CIS 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG 102 | Applied Communications II | 3 | 0 | 3 |
| *MAT 101 | Applied Mathematics I | 2 | 2 | 3 |
| | | | | **19** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| MAC 112 | Machining Technology II | 2 | 12 | 6 |
| MAC 122 | CNC Turning | 1 | 3 | 2 |
| MAC 124 | CNC Milling | 1 | 3 | 2 |
| MEC 180 | Engineering Materials | 2 | 3 | 3 |
| BPR 121 | Blueprint Reading:Mech. | 1 | 2 | 2 |
| | | | | **15** |

*Third Semester (Summer)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| MAC 113 | Machining Technology III | 2 | 12 | 6 |

**Total Semester Hours Required for Diploma** — **40**

**\*Total Semester Hours Required for Certificate** — **15**

## Mechanical Drafting Technology

**(D 50 34 0) (Diploma)**

**(C 50 34 0C) (CAD Operator Certificate)**

The Mechanical Drafting Technology curriculum prepares technicians to produce drawings of mechanical parts, components of mechanical systems, and mechanisms. CAD and the importance of technically correct drawings and designs based on current standards are emphasized. Course work includes mechanical drafting, CAD, and proper drawing documentation. Concepts such as machine shop processes, basic materials, and physical sciences as they relate to the design process are also included. The use of proper dimensioning and tolerance techniques is stressed. Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |
| *CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| *^DFT 111 | Technical Drafting I | 1 | 3 | 2 |
| *^DFT 112 | Technical Drafting II | 1 | 3 | 2 |
| *DFT 151 | CAD I | 2 | 3 | 3 |
| MAT 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| MEC 111 | Machine Processes I | 2 | 3 | 3 |
| **^Eight-week course** | | | | **17** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| DFT 121 | Introduction to GD&T | 1 | 2 | 2 |
| *DFT 152 | CAD II | 2 | 3 | 3 |
| DFT 214 | Descriptive Geometry | 1 | 2 | 2 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| MAT 122 | Algebra/Trigonometry II | 2 | 2 | 3 |
| *MEC 110 | Introduction to CAD/CAM | 1 | 2 | 2 |
| | | | | **15** |

*Third Semester (Summer)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| DFT 115 | Architectural Drafting | 1 | 2 | 2 |
| DFT 153 | CAD III | 2 | 3 | 3 |
| DFT 161 | Pattern Design & Layout | 1 | 2 | 2 |
| DFT 211 | Gears, Cams, and Pulleys | 1 | 3 | 2 |
| | | | | **9** |

**Total Semester Hours Required for Diploma** — **41**

**\*Total Semester Hours Required for Certificate** — **15**

## Welding Technology

**(D 50 42 0) (Diploma)**

**(C 50 42 0) (Certificate)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. Instruction includes consumable and non-consumable electrode welding and cutting processes.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metal-working industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

*First Semester (Fall)* | Class | Lab | Credit
--- | --- | --- | ---
ACA 111 | College Student Success | 1 | 0 | 1
BPR 111 | Blueprint Reading | 1 | 2 | 2
CIS 111 | Basic PC Literacy | 1 | 2 | 2
ENG 102 | Applied Communication II | 3 | 0 | 3
MAT 101 | Applied Math I | 2 | 2 | 3
WLD 112 | Basic Welding | 1 | 3 | 2
*WLD 110 | Cutting Processes | 1 | 3 | 2
WLD 141 | Welding Symbols | 2 | 2 | 3
WLD 143 | Welding Metallurgy | 1 | 2 | 2
| | | | **20**

*Second Semester (Spring)* | | | 
--- | --- | --- | ---
*WLD 115 | SMAW (Stick) | 2 | 9 | 5
*WLD 121 | GMAW (Mig) | 2 | 6 | 4
*WLD 131 | GTAW (Tig) | 2 | 6 | 4
WLD 111 | Oxy-Fuel Welding | 1 | 3 | 2
| | | | **15**

*Third Semester (Summer)* | | | 
--- | --- | --- | ---
WLD 122 | GMAW (Mig) | 1 | 6 | 3
WLD 132 | GTAW (Tig) | 1 | 6 | 3
| | | | **6**

**Total Semester Hours Required for Diploma**      **41**

**Total Semester Hours Required for Certificate**      **15**

# Public Service Technologies

## Basic Law Enforcement Training

**(C 55 12 0) (Certificate)**

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

### First Year

*First Semester* | Class | Lab | Credits
--- | --- | --- | ---
CJC 100 | Basic Law Enforcement Train. | 8 | 30 | 18

**Total Semester Credit Hours Required for Certificate 18**

## Cosmetology

(D 55 14 0) (Diploma)

(C 55 14 0) (Certificate)

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses. First semester COS 111 and COS 112 must be completed before entering second or third semester.

*First Semester (Fall or Spring)* | Class | Lab | Credit
--- | --- | --- | ---
*COS 111 | Cosmetology Concepts I | 4 | 0 | 4
*COS 112 | Salon I | 0 | 24 | 8
ACA 111 | College Student Success | 1 | 0 | 1
| | | | **13**

*Second Semester (Fall or Spring)* | | | 
--- | --- | --- | ---
*COS 113 | Cosmetology Concepts II | 4 | 0 | 4
*COS 114 | Salon II | 0 | 24 | 8
| | | | **12**

*Summer Semester*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| *COS 115 | Cosmetology Concepts III | 4 | 0 | 4 |
| *COS 116 | Salon III | 0 | 12 | 4 |
| *COS 260 | Design Applications | 1 | 3 | 2 |
| | | | | **10** |

*Fall Semester*

| | | | | |
|---|---|---|---|---|
| CIS 111 | Basic PC Literacy | 1 | 2 | 2 |
| | | | | **2** |

*Spring Semester*

| | | | | |
|---|---|---|---|---|
| ENG 102 | Applied Communications II | 3 | 0 | 3 |
| PSY 101 | Applied Psychology | 3 | 0 | 3 |
| | | | | **6** |

**Total Semester Hours Required for Diploma**  **43**

**\*Total Semester Hours Required for Certificate**  **34**

# Criminal Justice Technology

## (A 55 18 0) (Associate in Applied Science)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology. Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, correctional officer, and loss prevention specialist. Students may transfer CJC 111, 121, and 141 to the University of North Carolina System and apply these classes to a four-year criminal justice degree.

### First Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CJC 111 | Intro to Criminal Justice | 3 | 0 | 3 |
| CJC 212 | Ethics | 3 | 0 | 3 |
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **16** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| CJC 141 | Corrections | 3 | 0 | 3 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| ENG 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 3 |
| | | | | **18** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| CJC 113 | Juvenile Justice | 3 | 0 | 3 |
| Elective (Humanities or Fine Arts) | | 3 | 0 | 3 |
| | | | | **6** |

### Second Year

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| CJC 112 | Criminology | 3 | 0 | 3 |
| CJC 131 | Criminal Law | 3 | 0 | 3 |
| *HEA 110 | Personal Health /Wellness | 3 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 3 |
| | | | | **15** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| CJC 221 | Investigative Principles | 3 | 2 | 4 |
| CJC 231 | Constitutional Law | 3 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| HIS 000 | History Elective | 3 | 0 | 3 |
| | | | | **13** |

\* Or Cooperative Education

**Total Semester Hours Required for Associate Degree  68**

**Humanities/Fine Arts Electives**

Course must appear in the Comprehensive Articulation Agreement list as Humanities/Fine Arts in the COA Catalog.

**BLET Credit:**

Students who have successfully completed the Basic Law Enforcement training program may receive college credit at College of The Albemarle for the following courses: CJC 131, CJC 221, and CJC 231, only (10 hours). Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

**Four-year college transfer degree**:

A Criminal Justice Pre-Major Associate in Arts degree is available to students who plan to transfer to a four-year university. Please see Associate in Arts section.

**Students with certain misdemeanor or felony convictions may have limited criminal justice employment opportunities.**

## Criminal JusticeTechnology/ Corrections Option

### (A 55 18 0C) (Associate in Applied Science)

The Criminal Justice Technology/Corrections Option is designed to provide knowledge of criminal justice systems and operations with an added emphasis on corrections. Special emphasis is on crisis intervention, correctional law, organization and administration, counseling, and interviewing and interrogating. The degree is designed for working correctional personnel, supervisory correctional personnel, and those seeking employment in corrections. Employment opportunities exist at local, state, and federal corrections' facilities. Students should initially declare Criminal Justice Technology as a major. At the time of graduation, students must declare the Corrections Option. Students may transfer CJC 111 and 141 to the University of North Carolina System and apply these classes to a four-year criminal justice degree.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CJC 111 | Intro to Criminal Justice | 3 | 0 | 3 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| CJC 225 | Crisis Intervention | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| SOC 210 | Intro to Sociology | 3 | 0 | 3 |
| CJC 212 | Ethics and Community Relations | 3 | 0 | 3 |
| ACA 111 | College Student Success | 1 | 0 | 1 |
| | | | | **19** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CJC 141 | Corrections | 3 | 0 | 3 |
| ENG 114 | Professional Research & Reporting | 3 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| Humanities/Fine Arts Elective | | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| CJC 233 | Correctional Law | 3 | 0 | 3 |
| | | | | **18** |

**Second Year**

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CJC 112 | Criminology | 3 | 0 | 3 |
| HEA 110 | Personal Health & Wellness | 3 | 0 | 3 |
| | (Or 3 Hours Cooperative Education) | | | |
| CJC 211 | Counseling | 3 | 0 | 3 |
| CJC 113 | Juvenile Justice | 3 | 0 | 3 |
| CJC 131 | Criminal Law | 3 | 0 | 3 |
| CJC 215 | Organization & Administration | 3 | 0 | 3 |
| | | | | **18** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| CJC 221 | Investigative Principles | 3 | 2 | 4 |
| CJC 231 | Constitutional Law | 3 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| CJC 120 | Interviews & Interrogations | 1 | 2 | 2 |
| History Elective | | 3 | 0 | 3 |
| | | | | **15** |

**Total Semester Hours Required for Associate Degree  70**

*Humanities/Fine Arts Electives – Course must appear in the Comprehensive Articulation Agreement list as Humanities/Fine Arts" in the COA Catalog.

**Students with certain misdemeanor or felony convictions may have** limited criminal justice employment opportunities.

## Early Childhood Associate

### (A 55 22 0) (Associate in Applied Science)
### (D 55 22 0) (Diploma)
### (C 55 22 0) (Certificate)

Placement above or successful completion of RED 090 or ENG 090 or ENG 095 is required prior to entrance into courses listed below or the permission of the program coordinator or the instructor. Courses include: EDU 111, EDU 112, EDU 113, EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 151, EDU 151A, EDU 153, EDU 188, EDU 221, EDU 234, EDU 261, EDU 262.

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments.

Course work includes child growth and development and physical/nutritional needs of children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start programs, and school-age programs.

**First Year**

*First Semester (Fall)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| #ENG 111 | Expository Writing | 3 | 0 | 0 | 3 |
| *#EDU 111 | Early Childhood Cred I | 2 | 0 | 0 | 2 |
| *#EDU 144 | Child Development I | 3 | 0 | 0 | 3 |
| *#EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |
| *#EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 0 | 3 |
| #ACA 111 | College Student Success | 1 | 0 | 0 | 1 |
| | | | | | **15** |

*Second Semester (Spring)*

| | | Class | Lab | Clin. | Credit |
|---|---|---|---|---|---|
| #^COE 000 | Cooperative Education | | | | 1 |
| #COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| #MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| *#EDU 112 | Early Childhood Cred II | 2 | 0 | 0 | 2 |
| *#EDU 131 | Child., Family, & Community | 3 | 0 | 0 | 3 |
| #EDU 145 | Child Development II | 3 | 0 | 0 | 3 |
| #EDU 151(A) | Creative Activities/Lab | 3 | 2 | 0 | 4 |
| | or | | | | |
| #EDU 263 | Dev School-Age Prog | 2 | 0 | 0 | 2 |
| | | | | | **17-19** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| #CIS 110 | Intro to Computers | 2 | 2 | 0 | 3 |
| #EDU 188 | Issues in Early Childhood Ed | 2 | 0 | 0 | 2 |
| #EDU 234 | Infants, Toddlers, & Twos | 3 | 0 | 0 | 3 |
| | | | or | |
| #EDU 235 | School-Age Dev & Program | 2 | 0 | 0 | 2 |
| #PED 000 | Physical Education Elective | | | | 1 |
| | | | | | **8-9** |

## Second Year

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| EDU 221 | Children with Special Needs | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Admin. I | 2 | 0 | 0 | 2 |
| ENG 112 | Argument-Based Research | 3 | 0 | 0 | 3 |
| | or ENG 113 or ENG 114 | | | | |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 3 |
| ^COE 000 | Cooperative Education | | | | 1 |
| | | | | | **15** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| EDU 262 | Early Childhood Admin. II | 3 | 0 | 0 | 3 |
| EDU 280 | Literacy Experiences | 3 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 3 |
| Elective (Humanities or Fine Art) | | 3 | 0 | 0 | 3 |
| | | | | | **15** |

^Students must earn two cooperative education credits by completing COE 110 and COE 111 or COE 111 and COE 121 or COE 112.

**Total Semester Hours Required for Associate Degree 70-73**

**#Total Semester Hours Required for Diploma       40-43**

**\*Total Semester Hours Required for Certificate       16**

Prospective child care providers must furnish a criminal record history, a health card, and physical examination report prior to employment.

## Early Childhood Associate/ Special Education

**(A 55 22 A) (Associate in Applied Science)**

**(C 55 22 A) (Certificate)**

(Pending availability of funding and State Board of Community Colleges approval)

Placement above or successful completion of RED 090 or ENG 090 or ENG 095 is required prior to entrance into courses listed below or the permission of the program coordinator or the instructor. Courses include: EDU 111, EDU 112, EDU 113, EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 151, EDU 151A, EDU 153, EDU 188, EDU 221, EDU 234, EDU 261, EDU 262.

Special Education is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

## First Year

*First Semester (Fall)* | Class | Lab | Credit

| | | | | |
|---|---|---|---|---|
| *EDU 144 | Child Development I | 3 | 0 | 3 |
| *EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 3 |
| *EDU 153A | Health, Safety, & Nutrition Lab | 0 | 2 | 1 |
| *EDU 161 | Intro to Exceptional Child | 3 | 3 | 4 |
| *EDU 221 | Children with Special Needs | 3 | 0 | 3 |
| *ENG 111 | Expository Writing | 3 | 0 | 3 |
| | | | | **17** |

*Second Semester (Spring)*

| | | | | |
|---|---|---|---|---|
| EDU 111 | Early Childhood Credentials I | 2 | 0 | 2 |
| EDU 112 | Early Childhood Credentials II | 2 | 0 | 2 |
| | or | | | |
| EDU 113 | Family/Early Child Credentials | 2 | 0 | 2 |
| EDU 145 | Child Development II | 3 | 0 | 3 |
| EDU 151 | Creative Activities | 3 | 0 | 3 |
| EDU 151A | Creative Activities Lab | 0 | 2 | 1 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| COE 112 | Co-op Work Experience I | 0 | 20 | 2 |
| | (or COE 110 & 111 or COE 111 & 121) | | | |
| | | | | **16** |

*Third Semester (Summer)*

| | | | | |
|---|---|---|---|---|
| EDU 147 | Behavior Disorders | 3 | 0 | 3 |
| EDU 148 | Learning Disabilities | 4 | 2 | 5 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| EDU 280 | Literacy Experiences | 1 | 2 | 2 |
| | | | | **14** |

## Second Year

*First Semester (Fall)*

| | | | | |
|---|---|---|---|---|
| EDU 146 | Child Guidance | 3 | 0 | 3 |
| EDU 131 | Child, Family, & Community | 3 | 0 | 3 |
| EDU 247 | Physical Disabilities | 3 | 0 | 3 |
| EDU 248 | Mental Retardation | 2 | 2 | 3 |
| SOC 210 | Intro to Sociology | 3 | 0 | 3 |
| | | | | **15** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 261 | Early Childhood Admin I | 2 | 0 | 2 |
| ENG 112 | Argument-Based Research or ENG 113 or ENG 114 | 3 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 3 |
| HUM 000 | Humanities Elective | | | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| | | | | **14** |

**Total Semester Hours Required for Associate Degree  76**

**\*Total Semester House Required for Certificate      17**

Prospective child care providers must furnish a criminal record history, a health card, and physical examination report prior to employment.

# Early Childhood Associate/ Teacher Associate

## (A 55 22 B) (Associate in Applied Science)

## (C 44 22 B) (Certificate)

(Pending availability of funding and State Board of Community Colleges approval)

Placement above or successful completion of RED 090 or ENG 090 or ENG 095 is required prior to entrance into courses listed below or the permission of the program co-ordinator or the instructor. Courses include: EDU 111, EDU 112, EDU  113, EDU  119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 151, EDU 151A, EDU 153, EDU 188, EDU 221, EDU 234, EDU 261, EDU 262.

The Teacher Associate is a concentration under the curriculum title of Early Childhood Associate and it is necessary to prepare our students to work in school-age programs as well as early childhood education programs. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private, recreational centers, Head Start Programs, and school-age programs.

### First Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 111 | Early Childhood Credentials I | 2 | 0 | 2 |
| EDU 144 | Child Development I | 3 | 0 | 3 |
| *EDU 146 | Child Guidance | 3 | 0 | 3 |
| *EDU 153 | Health, Safety, & Nutrition | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| EDU 280 | Literacy Experiences | 1 | 2 | 2 |
| | | | | **16** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 112 | Early Childhood Credentials II | 2 | 0 | 2 |
| | [or] | | | |
| [EDU 113 | Family/Early Child Credentials | 2 | 0 | [2] |
| *EDU 145 | Child Development II | 3 | 0 | 3 |
| EDU 131 | Child, Family, & Community | 3 | 0 | 3 |
| *EDU 263 | Developing School-Age Programs | 2 | 0 | 2 |
| MAT 115 | Mathematical Models | 2 | 2 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 3 |
| *COE 111 | Co-op Work Experience I | 0 | 10 | 1 |
| | | | | **17** |

*Third Semester (Summer)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 235 | School-Age Dev & Programming | 2 | 0 | 2 |
| CIS 110 | Intro to Computers | 2 | 2 | 3 |
| PED 000 | Physical Education Elective | | | 1 |
| | | | | **7** |

### Second Year

*First Semester (Fall)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 118 | Teacher Associate Prin & Prac | 3 | 0 | 3 |
| EDU 186 | Reading and Writing Methods | 3 | 0 | 3 |
| EDU 221 | Children with Special Needs | 3 | 0 | 3 |
| SOC 210 | Intro to Sociology | 3 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| ENG 112 | Argument-Based Research or ENG 113 or ENG 114 | 3 | 0 | 3 |
| | | | | **18** |

*Second Semester (Spring)*

| | | Class | Lab | Credit |
|---|---|---|---|---|
| EDU 151 | Creative Activities | 3 | 0 | 3 |
| EDU 151A | Creative Activities Lab | 0 | 2 | 1 |
| EDU 275 | Effective Teaching/Training | 2 | 0 | 2 |
| EDU 285 | Internship Experiences-School Age | 1 | 0 | 1 |
| *COE 121 | Co-op Work Experience II | 0 | 10 | 1 |
| SOC 213 | Sociology of the Family | 3 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 3 |
| | Elective (Humanities/Fine Arts) | | | 3 |
| | | | | **17** |

**Total Semester Hours Required for Associate Degree  74**

Prospective child care providers must furnish a criminal record history, a health card, and physical examination report prior to employment.

*Students must earn two cooperative education credits by completing COE 110 and COE 111 or COE 111 and COE 121 or COE 112.

# Fire Protection Technology

**(A 55 24 0) (Associate in Applied Science)**

(Cooperative Agreement with Wilson Technical Community College)

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management. Course work includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes. Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons should have opportunities for skilled and supervisory level positions within their current organizations.

| Title | Class | Lab | Credits |
|---|---|---|---|
| *General Education Courses (18 SHC)* | | | |
| ENG 111   Expository Writing | 3 | 0 | 3 |
| ENG 114   Professional Res. & Reporting | 3 | 0 | 3 |
| COM 231   Public Speaking | 3 | 0 | 3 |
| MAT 115   Mathematical Models | 2 | 2 | 3 |
| Humanities/Fine Arts Elective | 3 | 0 | 3 |
| Social/Behavioral Science Elective | 3 | 0 | 3 |

**Major Courses**

Required Core Courses (16 SHC)

| | | | | |
|---|---|---|---|---|
| FIP 120 | Intro to Fire Protection | 2 | 0 | 2 |
| FIP 124 | Fire Protection & Public Ed. | 2 | 0 | 3 |
| FIP 128 | Detection & Investigation | 3 | 0 | 3 |
| FIP 220 | Fire Fighting Strategies | 3 | 0 | 3 |
| FIP 230 | Chem of Hazardous Mat I | 5 | 0 | 5 |

Other Major Courses (35 SHC)

| | | | | |
|---|---|---|---|---|
| FIP 136 | Inspections and Codes | 3 | 0 | 3 |
| FIP 152 | Fire Protection Law | 2 | 0 | 2 |
| FIP 156 | Computers in Fire Service | 1 | 2 | 2 |
| FIP 224 | Instructional Methodology | 3 | 0 | 3 |
| FIP 248 | Fire Service Personnel Adm | 3 | 0 | 3 |
| FIP 252 | Apparatus Spec and Purchasing | 2 | 0 | 2 |
| FIP 256 | Municipal Public Relations | 2 | 0 | 2 |
| FIP 228 | Local Government Finance | 2 | 0 | 2 |
| FIP 232 | Hydraulics and Water Dist | 2 | 2 | 3 |
| FIP 236 | Emergency Management | 2 | 0 | 2 |
| FIP 240 | Fire Service Supervision | 2 | 0 | 2 |
| FIP 260 | Fire Protection Planning | 3 | 0 | 3 |
| FIP 276 | Managing Fire Services | 3 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 3 |

**Other Required Courses (1 SHC)**

| | | | | |
|---|---|---|---|---|
| ACA 111 | College Student Success | 1 | 0 | 1 |

**Total Semester Hours Required for Associate Degree  70**

# Foodservice Technology

**(D 55 25 0) (Diploma)**

**(C 55 25 0) (Certificate)**

(Offered only at Pasquotank Correctional Institution)

The Foodservice Technology curriculum is designed to introduce students to the foodservice industry and prepare them for entry-level positions. Courses include sanitation and safety, basic and advanced foodservice skills, baking, menu planning, and cost control. Graduates should qualify for employment as line cooks, prep cooks, or bakers in foodservice settings.

| First Year | Class | Lab | Credit |
|---|---|---|---|
| *First Semester (Fall)* | | | |
| ACA 111   College Student Success | 1 | 0 | 1 |
| *FST 101   Introduction to Baking | 1 | 4 | 3 |
| *FST 102   Basic Foodservice Skills | 3 | 8 | 7 |
| *FST 103   Safety & Sanitation | 2 | 2 | 3 |
| *FST 104   Foodservice Equipment | 1 | 2 | 2 |
| CIS 111   Basic PC Literacy | 1 | 2 | 2 |
| ENG 102   Applied Communications II | 3 | 0 | 3 |
| | | | **21** |
| *Second Semester (Spring)* | | | |
| *FST 100   Introduction to Foodservice I | 1 | 0 | 1 |
| FST 105   Menu Planning | 4 | 2 | 5 |
| FST 106   Advanced Foodservice Skills | 2 | 6 | 5 |
| FST 107   Advanced Baking | 1 | 4 | 3 |
| FST 108   Cost Control | 2 | 2 | 3 |
| MAT 101   Applied Mathematics | 2 | 2 | 3 |
| | | | **20** |

**Total Semester Hours Required for Diploma          41**

**\*Total Semester Hours Required for Certificate     16**

## Associate in General Occupational Technology

**(A 55 28 0)**

**Don't see a program that meets your specific needs. Then build your own program for success.** The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs. The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate-level courses offered by the college. Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities. All courses must be numbered 110-119 or 210-299. This program is designed for individuals who are not planning to transfer to senior college or university. Students wishing to transfer hours to a senior college or university should pursue an Associate in General Education (A 10 30 0). **Contact a member of the Admissions staff today to begin building your program for future success.**

| Title | Class | Lab | Credits |
|---|---|---|---|
| *General Education (15 SHC)* | | | |
| **A. Composition** (6 SHC) | | | |
| ENG 111 Expository Writing | 3 | 0 | 3 |
| *Choose one of the following:* | | | |
| ENG 112 Argument-Based Research | 3 | 0 | 3 |
| ENG 113 Literature-Based Research | 3 | 0 | 3 |
| ENG 114 Professional Research & Reporting | 3 | 0 | 3 |

**B. Humanities/Fine Arts** (3 SHC) — Select one course with an ART, DAN, DRA,ENG (literature), FRE, HUM, MUS, or SPA prefix.

**C. Social/Behavioral Sciences** (3 SHC) — Select one course with an ECO, GEO, HIS, POL, PSY, or SOC prefix.

**D. Natural Sciences/Math** (3 SHC) — Select one course with an AST, BIO, CHM, PHS, OR PHY prefix or one mathematics course from MAT 115 or above.

| | Class | Lab | Credits |
|---|---|---|---|
| *Other Required Courses (11 SHC)* | | | |
| CIS 110 Introduction to computers | 3 | 2 | 3 |
| COM 110 Intro to communication | 3 | 0 | 3 |
| or | | | |
| COM 231 Public Speaking | | | |

**Electives (43-50 hours)** — Based on your learning goals and needs, work with an advisor to select a program of study no less than thirty-eigth (38) and no more than fifty (50) additional hours from among courses currently listed in the college catalog

**Total Hours Required for Graduation**      **64-76**

## Postal Service Technology

**(C 55 34 0) (Certificate)**

**(Cooperative Agreement with Lenoir Community College)**

The Postal Service Technology curriculum is designed to provide opportunities for advancement for present and future employees of the US Postal Service. Students will study postal organization, mail processing, operations, employee and customer services, mail delivery and collection, problems analysis, related business and management subjects, and general education courses. Graduates of the program will be prepared to work in a variety of postal positions.

| Course No. Title | Class | Lab | Credits |
|---|---|---|---|
| **First Year** | | | |
| *First Semester* | | | |
| POS 110 Postal History and Organization | 3 | 0 | 3 |
| POS 115 Processing and Distribution | 3 | 0 | 3 |
| POS 120 Postal Operations Support | 3 | 0 | 3 |
| *Second Semester* | | | |
| POS 125 Postal Delivery and Collections | 3 | 0 | 3 |
| POS 130 Postal Support and Finance | 3 | 0 | 3 |
| POS 135 Officer-in-Charge Training | 3 | 0 | 3 |
| **Total Hours Required for Graduation** | | | **18** |

## Manicuring/Nail Technology

**(C 55 40 0) (Certificate)**

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons and in related businesses.

| Title | Class | Lab | Credits |
|---|---|---|---|
| *First Semester (Varies)* | | | |
| COS 121 Manicure/Nail Technology I | 4 | 6 | 6 |
| COS 222 Manicure/Nail Technology II | 4 | 6 | 6 |
| **Total Hours Required for Certificate** | | | **12** |

# Developmental Education

College of The Albemarle's Developmental Education courses are a key component of the college's "open-door" admissions policy. Some students seeking admission to the college's academic programs find themselves needing additional skills reinforcement. Developmental Education courses offer these students an opportunity for study which will prepare them to enter the curriculum of their choice with a better probability of success.

The academic needs of many developmental students often include strengthening their skills in reading, mathematics, grammar, and composition. Students enrolled in Developmental Education courses concentrate on their particular areas of weakness and may, at the same time, study specific curriculum courses which seem feasible in view of their needs and interests. This permits students to make some progress toward a degree while also strengthening their skills.

Any student may register for Developmental Education courses; however, most students enroll in the courses through the Admission Office's screening process. All those students who enroll in a two-year program of study, those who enroll in some diploma or certificate programs, and those who plan to enroll in a course requiring college-level proficiency in English, math, or reading are required to take a Placement Assessment. Students who score below the designated minimum scores are enrolled in Developmental Education courses for indicated course work. Completion of this course work is required prior to enrolling in specific courses or programs.

Students may place in one, two, or three areas of developmental course work. Students who place in all three of the developmental areas should take ACA 118 their first semester and PSY 101 their second semester. Students who place in two developmental areas should take ACA 111 in their first semester and PSY 101 in their second semester. Students who place in any developmental area must take ACA 111 in their first semester.

The following is a list of Developmental Education courses:

Credit (class-lab)

**English**

| | | |
|---|---|---|
| ENG 080 Writing Foundations | 4 | (3-2) |
| ENG 085 RED and WRTG Foundations | 5 | (5-0) |
| ENG 090 Composition Strategies | 3 | (3-0) |
| ENG 090 A Comp. Strategies Lab | 1 | (0-2) |
| ENG 095 RED and COMP Strategies | 5 | (5-0) |

**Mathematics**

| | | |
|---|---|---|
| MAT 060 Essential Mathematics | 4 | (3-2) |
| MAT 070 Introductory Algebra | 4 | (3-2) |
| MAT 080 Intermediate Algebra | 4 | (3-2) |
| MAT 090 Accelerated Algebra | 4 | (3-2) |

**Psychology**

| | | |
|---|---|---|
| PSY 101 Applied Psychology | 3 | (3-0) |

**Reading**

| | | |
|---|---|---|
| RED 080 Introduction to College Reading | 4 | (3-2) |
| RED 090 Improving College Reading | 4 | (3-2) |

# Course Descriptions

## Course Numbering

All courses at College of The Albemarle use the identical three-letter prefix and three-digit number as other community colleges in the North Carolina Community College System for a comparable course. Courses with numbers below 100 are developmental education courses and are strictly for preparatory credit. Grades in such courses do not apply toward completion of degrees, diplomas, or certificates. Courses which are numbered 100-109 and 200-209 apply only to diploma and certificate programs and are not designed for completion of an associate degree program.

Following each course prefix, number, and title are the numbers which indicate semester credit hours and the number of class hours per week, lab hours and/or clinical or shop hours per week, if required. In addition, the term is included that the course is normally offered — (F), Fall Semester; (S), Spring Semester; (SS), Summer Session; (Var), Varies depending upon sufficient request or need for the course.

A listing of 4(3-2) (F) indicates that the course meets for three class hours and two lab hours each week and earns the student four semester hour credits upon successful completion at the end of a fall term. A listing of 11(7-6-6) (S) indicates that the course meets for seven class hours per week, six lab hours per week, six clinical or shop hours per week, and earns the student 11 semester hour credits upon successful completion at the end of a spring term.

## Reading and Writing Across the Curriculm

The ability to communicate in written form is essential for success in college and the 21st Century workforce. Employers need individuals who can access, comprehend, evaluate and use information from a variety of technical and narrative sources. Successful individuals must also be able to summarize and organize information and communicate clearly in written form. To this end, College of The Albemarle has established the Reading and Writing Across the Curriculum requirement. Courses requiring extensive reading and writing skills require placement above or successful completion of RED 090 and ENG 090 or 095 prior to entrance into the respective course. Refer to the "Assessment and Academic Placement" section for further information on the assessment process and the "Development Education" section for additional information of the RED and

*\* Course has been approved to satisfy the Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina.*

## Academic Related

### ACA 111    College Student Success
1(1-0)         (F, S, SS)
*Prerequisites:* None         *Corequisites:* None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

### ACA 118    College Study Skills
2(1-2)         (F, S)
*Prerequisites:* None         *Corequisites:* None

This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

## Accounting

### *ACC 120    Principles of Accounting I
4(3-2)         (F, S)
*Prerequisites:* None         *Corequisites:* None

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle.

### *ACC 121    Principles of Accounting II
4(3-2)         (S)
*Prerequisites:* ACC 120     *Corequisites:* None

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management.

### ACC 140    Payroll Accounting
2(1-2)         (S)
*Prerequisites:* ACC 120     *Corequisites:* None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger

transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries.

### ACC 150    Computerized General Ledger
2(1-2)          (S)
*Prerequisites:* ACC 120      *Corequisites:* None

This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

# Air Conditioning, Heating, and Refrigeration

### AHR 110    Introduction to Refrigeration
5(2-6)          (F)
*Prerequisites:* None      *Corequisites:* None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

### AHR 111    HVACR Electricity
3(2-2)          (F)
*Prerequisites:* None      *Corequisites:* None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

### AHR 112    Heating Technology
4(2-4)          (F)
*Prerequisites:* None      *Corequisites:* None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

### AHR 113    Comfort Cooling
4(2-4)          (S)
*Prerequisites:* AHR 110      *Corequisites:* None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to

control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

### AHR 114    Heat Pump Technology
4(2-4)          (S)
*Prerequisites:* AHR 110 or AHR 113      *Corequisites:* None

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

### AHR 115    Refrigeration Systems
2(1-3)          (S)
*Prerequisites:* AHR 110      *Corequisites:* None

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

### AHR 130    HVAC Controls
3(2-2)          (S)
*Prerequisites:* AHR 111      *Corequisites:* None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

### AHR 133    HVAC Servicing
4(2-6)          (SS)
*Prerequisites:* AHR 110      *Corequisites:* AHR 112 or AHR 113

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

### AHR 140    All-Weather Systems
2(1-3)          (SS)
*Prerequisites:* AHR 112 or AHR 113      *Corequisites:* None

This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

### AHR 210    Residential Building Code
2(1-2)          (S)
*Prerequisites:* None      *Corequisites:* None

This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should

be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.

## AHR 211    Residential System Design
3(2-2)
*Prerequisites :* None        *Corequisites:* None

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

# Art

## *ART 110    Introduction to Art
2(2-0)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course is designed to introduce an awareness of art in the everyday world. Emphasis is placed on art as visual communication. Upon completion, students should be able to demonstrate an understanding of the meanings and purposes of art.

## *ART 111    Art Appreciation
3(3-0)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

## *ART 113    Art Methods and Materials
3(2-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course provides an overview of media and techniques. Emphasis is placed on crafts. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes.

## *ART 114    Art History Survey I
3(3-0)        (F)
*Prerequisites:* RDG 090, ENG 090/095    *Corequisites:* None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

## *ART 115        Art History Survey II
3(3-0)        (S)
*Prerequisites:* RDG 090, ENG 090/095    *Corequisites:* None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

## *ART 121    Design I
3(0-6        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

## *ART 122    Design II
3(0-6)        (S)
*Prerequisites:* ART 121        *Corequisites:* None

This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

## *ART 130    Basic Drawing
2(0-4)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces basic drawing techniques and is designed to increase observation skills. Emphasis is placed on the fundamentals of drawing. Upon completion, students should be able to demonstrate various methods and their application to representational imagery.

## *ART 131    Drawing I
3(0-6)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. Emphasis is placed on crafts.

## *ART 132    Drawing II
3(0-6)        (S)
*Prerequisites:* ART 131        *Corequisites:* None

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

## *ART 140    Basic Painting
2(0-4)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the mechanics of painting. Emphasis is placed on the exploration of painting media through fundamental techniques. Upon completion, students should be able to demonstrate a basic understanding and application of painting.

## *ART 171    Computer Art I
3(0-6)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals

of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images.

### *ART 214    Portfolio and Resumé

1(0-2)        (Varies)
*Prerequisites:*  None        *Corequisites:*  Limited to those who have completed a sequence in the proposed area of study.

This course covers résumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective resumé.

### *ART 240    Painting I

3(0-6)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

### *ART 241    Painting II

3(0-6)        (Varies)
*Prerequisites:*  ART 240        *Corequisites:*  None

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.

### *ART 281    Sculpture I

3(0-6)        (Varies)
*Prerequisites:*  ART 122 or permission of instructor
*Corequisites:*  None

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches.

### *ART 283    Ceramics I

3(0-6)        (Varies)
*Prerequisites:*  Permission of instructor        *Corequisites:*  None

This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression.

### *ART 284    Ceramics II

3(0-6)        (Varies)
*Prerequisites:*  ART 283 or equivalent and permission of instructor        *Corequisites:*  None

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness.

### *ART 285    Ceramics III

3(0-6)        (Varies)
*Prerequisites:*  ART 284 or equivalent and permission of instructor        *Corequisites:*  None

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

### *ART 286    Ceramics IV

3(0-6)        (Varies)
*Prerequisites:*  ART 285 or equivalent and permission of instructor        *Corequisites:*  None

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

### *ART 288    Studio

3(0-6)        (Varies)
*Prerequisites:*  Limited to those who have completed a sequence of art courses in the proposed area of study or permission of instructor.        *Corequisites:*  None

This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques.

## Astronomy

### *AST 111    Descriptive Astronomy

3(3-0)        (S)
*Prerequisites:*  MAT 070        *Corequisites:*  None

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them.

### *AST 111A  Descriptive Astronomy Lab

1(0-2)        (S)
*Prerequisites:*  None        *Corequisites:*  AST 111

This course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the mate-

rials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them.

# Biology

### BIO 106    Intro to Anat/Phys/Micro
3(2-2)    (F)
*Prerequisites:*  None    *Corequisites:*  None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. This is a certificate and diploma level course.

### *BIO 111    General Biology I
4(3-3)    (F, SS)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

### *BIO 112    General Biology II
4(3-3)    (S, SS)
*Prerequisites:*  BIO 111    *Corequisites:*  None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

### *BIO 140    Environmental Biology
3(3-0)    (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues.

### *BIO 140A  Environmental Biology Lab
1(0-3)    (Varies)
*Prerequisites:*  None    *Corequisites:*  BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.

### *BIO 145    Ecology
4(3-3)    (Varies)
*Prerequisites:*  BIO 111    *Corequisites:*  None

This course provides an introduction to ecological concepts using an ecosystems approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics.

### BIO 161    Intro to Human Biology
3(3-0)    (S)
*Prerequisites:*  None    *Corequisites:*  None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

### *BIO 168    Anatomy and Physiology I
4(3-3)    (F, SS)
*Prerequisites:*  None    *Corequisites:*  None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

### *BIO 169    Anatomy and Physiology II
4(3-3)    (S, SS)
*Prerequisites:*  BIO 168    *Corequisites:*  None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

### *BIO 243    Marine Biology
4(3-3)    (Varies)
*Prerequisites:*  BIO 111    *Corequisites:*  None

This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology.

# Blueprint Reading

### BPR 111    Blueprint Reading
2(1-2)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

### BPR 121    Blueprint Reading: Mech
2(1-2)        (S)
*Prerequisites:* BPR 111        *Corequisites:* None

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

### BPR 130    Blueprint Reading: Const
2(1-2)        (F)
*Prerequisites:* None        *Corequisites:* None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

# Business

### *BUS 110    Introduction to Business
3(3-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

### *BUS 115    Business Law I
3(3-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

### BUS 121    Business Math
3(2-2)        (S)
*Prerequisites:* None        *Corequisites:* None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

### BUS 137    Principles of Management
3(3-0)        (F, S)
*Prerequisites:* None        *Corequisites:* None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

### BUS 239    Business Applications Seminar
2(1-2)        (S)
*Prerequisites:* ACC 120, BUS 115, BUS 137, CIS 120, CIS 169, ECO 251, MKT 120, CIS 152    *Corequisites:* None

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

### BUS 260    Business Communication
3(3-0)        (F, S)
*Prerequisites:* ENG 111        *Corequisites:* None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

### BUS 285    Business Management Issues
3(2-2)        (S)
*Prerequisites:* BUS 137 and CIS 120        *Corequisites:* None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

# Cabinetmaking

### CAB 110    Shop Operations
4(3-3)
*Prerequisites:* None        *Corequisites :* None

This course covers establishing and maintaining a custom cabinet shop. Topics include financing, equipment acquisition, maintenance, inventory techniques, OSHA requirements, shop organization, and safety and delivery systems. Upon completion, students should be able to organize and maintain a custom cabinet business.

### CAB 111      Cabinetmaking I
7(4-9)
*Prerequisites:*  None          *Corequisites :*None

This course introduces wood technology, materials, purchasing, estimating, design considerations, and cabinet construction.  Topics include wood identification and use, hand tools, safe machine operation, glue and clamping, abrasives, wood joinery, kitchen and bath layout, laminates, and finishing techniques.  Upon completion, students should be able to select and process materials; make sound production decisions; and design, lay out, construct, and install cabinets.

### CAB 112      Cabinetmaking II
9(5-12)
*Prerequisites:*  CAB 111
*Corequisites:*  None

This course uses previously learned skills in the design and construction of furniture, European cabinetry, and special cabinet requirements.  Topics include furniture repair, wood carving, inlaying, veneering, and millwork products. Upon completion, students should be able to design and construct a piece of furniture, repair defects, and understand the foundation of the 32 mm system.

## Carpentry

### CAR 110      Introduction to Carpentry
2(2-0)      (F)
*Prerequisites:*  None          *Corequisites:*  None

This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

### CAR 111      Carpentry I
8(3-15)      (F)
*Prerequisites:*  None          *Corequisites:*  None

This course introduces the theory and construction methods associated with the building industry including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision. This is a diploma-level course.

### CAR 112      Carpentry II
8(3-15)      (S)
*Prerequisites:*  CAR 111          *Corequisites:*  None

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision. This is a diploma-level course.

### CAR 113      Carpentry III
6(3-9)      (SS)
*Prerequisites:*  CAR 111          *Corequisites:*  None

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision. This is a diploma-level course.

### CAR 114      Residential Bldg Codes
3(3-0)
*Prerequisites:* None          *Corequisites:* None

This course covers building codes and the requirements of state and local construction regulations.  Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures.  Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

### CAR 115      Residential Planning/Estimating
3(3-0)      (S)
*Prerequisites:*  BPR 130          *Corequisites:*  None

This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.

## Computer Engineering Technology

### CET 111      Computer Upgrade/Repair I
3(2-3)      (F)

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

### CET 211      Computer Upgrade/Repair II
3(2-3)      (S)
*Prerequisites:*  CET 111          *Corequisites:*  None

This course is the second of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

## Chemistry

**\*CHM 135   Survey of Chemistry I**

4(3-2)    (Varies)
*Prerequisites:*  MAT 070    *Corequisites:*  None

This course provides an introduction to inorganic chemistry. Emphasis is placed on measurement, atomic structure, bonding, molecular geometry, nomenclature, reactions, the mole concept, stoichiometric calculations, states of matter, and the gas laws. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

### *CHM 136   Survey of Chemistry II
4(3-2)    (Varies)
*Prerequisites:*  CHM 135    *Corequisites:*  None

This course is a continuation of CHM 135 with further study of inorganic reactions and an introduction to organic, biological, and nuclear chemistry. Topics include solutions, acid-base theory, redox reactions, chemical kinetics, organic chemistry, biochemistry, and nuclear chemistry. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

### *CHM 151   General Chemistry I
4(3-3)    (F)
*Prerequisites:*  MAT 080 or MAT 090    *Corequisites:*  None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

### *CHM 152   General Chemistry II
4(3-3)    (S)
*Prerequisites:*  CHM 151    *Corequisites:*  None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

## Information Systems

### *CIS 110   Introduction to Computers
3(2-2)    (F, S, SS)
*Prerequisites:*  None    *Corequisites:*  None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

### CIS 111   Basic PC Literacy
2(1-2)    (F,S)
*Prerequisites:*  None    *Corequisites:*  None

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. This course is intended for those who have not received credit for CIS 110.

### *CIS 115   Intro to Programming & Logic
3(2-2)    (S)
*Prerequisites:*  MAT 080 or 090    *Corequisites:*  None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

### CIS 120   Spreadsheets I
3(2-2)    (S, SS)
*Prerequisites:*  CIS 110 or CIS 111    *Corequisites:*  None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

### CIS 130   Survey of Operating Systems
3(2-3)    (S)
*Prerequisites:*  CIS 110    *Corequisites:*  None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

### CIS 144   Operating System - DOS
3(2-2)    (S)
*Prerequisites:*  CIS 130    *Corequisites:*  None

This course introduces operating systems concepts for DOS operating systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a DOS environment.

### CIS 147   Operating System - Windows
3(2-2)    (SS)
*Prerequisites:*  CIS 130    *Corequisites:*  None

This course introduces operating systems concepts for a Windows operating system. Topics include hardware management, file and memory management, system configuration/ optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a "Symbol" environment.

## CIS 152    Database Concepts & Applications

3(2-2)    (F, SS)
*Prerequisites:*   CIS 110 or CIS 111 or CIS 115
*Corequisites:*   None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

## CIS 153    Database Applications

3(2-2)    (S)
*Prerequisites:*   CIS 152    *Corequisites:*   None

This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

## CIS 165    Desktop Publishing I

3(2-2)    (F)
*Prerequisites:*   CIS 110 or CIS 111, and OST 136
*Corequisites:*   None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

## CIS 169    Business Presentations

2(1-2)    (F)
*Prerequisites:*   CIS 110 or CIS 111    *Corequisites:*   None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.

## CIS 172    Intro to the Internet

3(2-3)    (F)
*Prerequisites:*   None    *Corequisites:*   None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

## CIS 174    Network System Manager I

3(2-2)    (F,S)
*Prerequisites:*   None    *Corequisites:*   None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

## CIS 175    Network Management I

3(2-2)    (F)
*Prerequisites:*   None    *Corequisites:*   None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

## CIS 184    TCP/IP and NFS

3(2-2)    (F)
*Prerequisites:*   CIS 175    *Corequisites:*   None

This course focuses on installation and configuration of TCP/IP on a network. Topics include an overview of TCP/IP, SNMP, application of programming interfaces, Network File System (NFS), IP addresses, and routing and tunneling. Upon completion, students should be able to install, monitor, manage, diagnose, and troubleshoot common problems in IP networks and internetworks.

## CIS 215    Hardware Install/Maintenance

3(2-3)    (S)
*Prerequisites:*   CIS 110    *Corequisites:*   None

This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.

## CIS 220    Spreadsheets II

2(1-2)    (F, Var.)
*Prerequisites:*   CIS 120    *Corequisites:*   None

This course covers advanced spreadsheet design and development. Topics include advanced functions, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

## CIS 246    Operating System - UNIX

3(2-3)    (S)
*Prerequisites:*   CIS 130    *Corequisites:*   None

This course includes operating systems concepts for UNIX operating systems. Topics include hardware management, file and memory management, system configuration/optimization, utilities, and other related topics. Upon completion, students should be able to effectively use the UNIX operating system and its utilities.

## CIS 274    Network System Manager II

3(2-2)    (S,SS)
*Prerequisites:*   CIS 174    *Corequisites:*   None

This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.

### CIS 275    Network Management II
3(2-2)    (SS)
*Prerequisites:*  CIS 175    *Corequisites:*  None

This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance.

### CIS 286    Systems Analysis & Design
3(3-0)    (F)
*Prerequisites:*  CIS 115 and CIS 147    *Corequisites:*  None

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. This course prepares students for the CIS 288 Systems Project and should be taken during the semester immediately preceding CIS 288.

### CIS 287    Network Support
3(2-2)    (S)
*Prerequisites:*  CIS 274 or CIS 275    *Corequisites:*  None

This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems.

### CIS 288    Systems Project
3(1-4)    (S)
*Prerequisites:*  For Information Systems: CIS 286, CIS 147, CIS 152, CIS 169, CIS 220
For Programming: CIS 286 and 9 hours from the following: CSC 131, CSC 133, CSC 134, CSC 139, CSC 148
*Corequisites:*  For Information Systems: CIS 153.

For Programming: CSC 234 or CSC 239.

This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

## Criminal Justice

### CJC 100    Basic Law Enforcement Training
18(8-30)    (F, S)
*Prerequisites:*  None    *Corequisites:*  None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course.

### *CJC 111    Introduction to Criminal Justice
3(3-0)    (F, S, SS, Varies)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

### CJC 112    Criminology
3(3-0)    (F)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

### CJC 113    Juvenile Justice
3(3-0)    (SS)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

### CJC 120    Interviews/Interrogations
2(1-2)    (S)
*Prerequisites:*  None    *Corequisites:*  None

This course covers basic and special techniques employed in criminal justice interview and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain truth from suspects, witnesses, and victims.

### *CJC 121    Law Enforcement Operations
3(3-0)    (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement.

### CJC 131    Criminal Law
3(3-0)    (F)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime,

elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

## *CJC 141    Corrections
3(0-3)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

## CJC 211    Counseling
3(3-0)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

## CJC 212    Ethics & Community Relations
3(3-0)        (F)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

## CJC 215    Organization & Administration
3(3-0)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

## CJC 221    Investigative Principles
4(3-2)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

## CJC 225    Crisis Intervention
3(3-0)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induce, and other critical and/or stressful incidents that require field analysis and/or resolution.

## CJC 231    Constitutional Law
3(3-0)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

## CJC 233    Correctional Law
3(3-0)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination or major legal encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

# Cooperative Education

## COE 110    World of Work I
1(1-0)        (S)
*Prerequisites:*  None        *Corequisites:*  None

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

## COE 111    Co-op Work Experience I
1(0-0-10)    (F, S)
*Prerequisites:*  12 semester hours earned, 2.0 GPA or greater
*Corequisites:*  None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

## COE 112    Co-op Work Experience I
2(0-0-20)    (F, S)
*Prerequisites:*  12 semester hours earned, 2.0 GPA or greater
*Corequisites:*  None

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 121    Co-op Work Experience II
1(0-0-10)    (F, S)
*Prerequisites:* COE 111 or COE 112, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 122    Co-op Work Experience II
2(0-0-20)    (F, S)
*Prerequisites:* COE 111 or COE 112, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 131    Co-op Work Experience III
1(0-0-10)    (F, S)
*Prerequisites:* COE 121 or COE 122, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 132    Co-op Work Experience III
2(0-0-20)    (F, S)
*Prerequisites:* COE 121 or COE 122, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 211    Co-op Work Experience IV
1(0-0-10)    (F, S)
*Prerequisites:* COE 131 or COE 132, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 212    Co-op Work Experience IV
2(0-0-20)    (F, S)
*Prerequisites:* COE 131 or COE 132, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 221    Co-op Work Experience V
1(0-0-10)    (F, S)
*Prerequisites:* COE 211 or COE 212, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 222    Co-op Work Experience V
2(0-0-20)    (F, S)
*Prerequisites:* COE 211 or COE 212, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

### COE 231    Co-op Work Experience VI
1(0-0-10)    (F, S)
*Prerequisites:* COE 221 or COE 222, 12 semester hours earned, 2.0 GPA or greater *Corequisites:* None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

## Communication

For AA, AS, and AFA programs, 3 SHC from COM 110, 120, 231 may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

### *COM 110   Introduction to Communication
3(3-0)    (Varies)
*Prerequisites:* None    *Corequisites:* None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

### *COM 111   Voice and Diction I
3(3-0)    (Varies)
*Prerequisites:* None    *Corequisites:* None

This course provides guided practice in the proper production of speech. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective natural speech in various contexts.

## *COM 120    Interpersonal Communication

3(3-0)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

## *COM 231    Public Speaking

3(3-0)        (F, S)
*Prerequisites:* None          *Corequisites:* None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

# Cosmetology

## COS 111    Cosmetology Concepts I

4(4-0)        (F, S)
*Prerequisites:* None          *Corequisites:* COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

## COS 112    Salon I

8(0-24)       (F, S)
*Prerequisites:* None          *Corequisites:* COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

## COS 113    Cosmetology Concepts II

4(4-0)        (F, S)
*Prerequisites:* COS 111 and COS 112
*Corequisites:* COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

## COS 114    Salon II

8(0-24)       (F, S)
*Prerequisites:* COS 112     *Corequisites:* COS 113

This course provides experience in a simulated salon setting.

Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

## COS 115    Cosmetology Concepts III

4(4-0)        (SS)
*Prerequisites:* COS 111 and COS 112
*Corequisites:* COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

## COS 116    Salon III

4(0-12)       (SS)
*Prerequisites:* COS 112     *Corequisites:* COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

## COS 121    Manicure/Nail Technology I

6(4-6)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

## COS 222    Manicure/Nail Technology II

6(4-6)        (Varies)
*Prerequisites:* COS 121     *Corequisites:* None

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

## COS 260    Design Applications

2(1-3)        (SS)
*Prerequisites:* None          *Corequisites:* None

This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

# Computer Science

## CSC 131    Assembly Programming
3(2-3)          (SS)
*Prerequisites:*  CIS 110, and CIS 115 or ELN 133
*Corequisites:*  None

This course introduces assembly language programming with emphasis on program efficiency. Topics include registers, instruction, data types, memory layout, I/O, bit manipulation, debugging, and code considerations. Upon completion, students should be able to create and modify program modules written in an assembly language.

## CSC 133    C Programming
3(2-3)          (F)
*Prerequisites:*  CIS 110      *Corequisites:*  None

This course introduces computer programming using the C programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays tables, pointers, and other related topics. Upon completion, students should be able to design, code, test, and debug C language programs.

## *CSC 134    C++ Programming
3(2-3)          (F)
*Prerequisites:*  CIS 110      *Corequisites:*  None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.

## CSC 139    Visual BASIC Programming
3(2-3)          (F, S)
*Prerequisites:*  None      *Corequisites:*  CIS 110

This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test and debug Visual BASIC language programs.

## CSC 148    JAVA Programming
3(2-3)          (F)
*Prerequisites:*  CSC 133 or CSC 134 or CSC 139
*Corequisites:*  None

This course introduces computer programming using the JAVA language. Topics include selection iteration, arithmetic and logical operators, classes, inheritance, methods, arrays, user interfaces, basic applet creation and other related topics. Upon completion, students should be able to design, code, test, debug JAVA language programs.

## CSC 160    Introduction to Internet Programming
3(2-2)          (F)
*Prerequisites:*  CIS 172      *Corequisites:*  None

This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.

## CSC 234    Advanced C++
3(2-3)          (S)
*Prerequisites:*  CSC 134      *Corequisites:*  None

This course is a continuation of CSC 134 using C++ with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

## CSC 239    Advanced Visual BASIC
3(2-3)          (S)
*Prerequisites:*  CSC 139      *Corequisites:*  None

This course is a continuation of CSC 139 using Visual BASIC with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

## CSC 248    Advanced Internet Programming
3(2-3)          (S)
*Prerequisites:*  CSC 134      *Corequisites:*  None

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support network applications. Upon completion, students should be able to design, code, debug, and document network-based programming solutions to various real-world problems using an appropriate programming language.

# CONSTRUCTION

## CST 111    Construction I
4(3-3)

*Prerequisites:*  None      *Corequisites:*  None

This course covers standard and alternative building methods to include wall framing. Topics include safety and footings, foundations, floor framing systems, and wall framing systems commonly used in the construction industry. Upon completion, students should be able to safely erect all framing necessary to begin roof framing.

## CST 112    Construction II
4(3-3)

*Prerequisites:*  CST 111
*Corequisites:*  None

This course covers building methods and materials used to dry-in a building. Topics include safety, ceiling/roof framing applications, roof finishes, windows, and exterior doors. Upon completion, students should be able to safely erect different roof types and properly install windows and exterior doors, roofing, and exterior finish materials.

### CST 113　Construction III

4(3-3)

*Prerequisites:*　CST 112　　*Corequisites:*　None

This course covers building methods and materials used to complete the interior of a structure. Topics include safety, installation of thermal and acoustical barriers, and interior finishes including millwork, cabinets, interior doors, flooring, and wall treatments. Upon completion, students should be able to safely and accurately install interior treatments including insulation, paneling, drywall, molding, doors, flooring, and cabinetry.

### CST 115　Drywall Installation

2(1-3)

*Prerequisites:* None　　*Corequisites: None*

This course introduces theory and construction methods associated with drywall installation and finish. Topics include safety, tool use, measurement and layout, and materials and procedures used to install and finish drywall products. Upon completion, students should be able to properly lay out, cut, install, and finish drywall products with supervision.

### CST 131　OSHA/Safety/Certification

3(2-2)

*Prerequisites:* None　　*Corequisites: None*

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

### CST 211　Construction Surveying

3(2-3)

*Prerequisites:*　MAT 120 or MAT 121
*Corequisites:*　None

This course covers field surveying applications for residential and commercial construction. Topics include building layout and leveling, linear measurement and turning angles, plumbing vertical members, and topographic and utilities surveys. Upon completion, students should be able to properly and accurately use surveying equipment to lay out residential and commercial buildings.

### CST 221　Statics/Structures

4(3-3)

*Prerequisites:*　MAT 120 or MAT 121 and CAR 111 or CST 112　　*Corequisites:*　None

This course covers the principles of statics and strength of materials as applied to structural building components. Topics include forces on columns, beams, girders, and footings and connection points when timber, steel, and concrete members are used. Upon completion, students should be able to accurately analyze load conditions present in structural members.

### CST 231　Soils & Site Work

4(3-2)

*Prerequisites:*　MAT 120 or MAT 121
*Corequisites:*　None

This course covers site conditions and soil types and their physical properties. Topics include site preparation, access, mechanical analysis, classification of soils, and hydrostatics of groundwater. Upon completion, students should be able to adequately prepare a building site according to plans and specifications.

### CST 241　Planning/Estimating I

3(2-2)

*Prerequisites:*　MAT 120 or MAT 121
*Corequisites:*　None

This course covers the procedures involved in planning and estimating a residential structure. Topics include labor and equipment with emphasis placed on quantity take-off of materials necessary to construct a residential structure. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs and plan the labor to construct a residential structure.

### CST 251　Electrical Wiring Systems

3(2-2)

*Prerequisites* :None　　*Corequisites:*　None

This course introduces residential and commercial electrical wiring systems. Topics include safety, care and use of tools and materials, use of NEC, circuit planning, overcurrent protection, and installation of conduits, cables, and conductors. Upon completion, students should be able to correctly identify tools, materials, and procedures for electrical installation.

## Dance

### *DAN 110　Dance Appreciation

3(3-0)　　(Varies)

*Prerequisites:*　None　　*Corequisites:*　None

This course for non-dance majors surveys diverse dance forms and the religious and cultural values that shape them. Topics include dances from Europe, Africa, Asia, and America. Upon completion, students should be able to demonstrate an understanding of the diverse forms and values that dance embraces.

### DAN 121　Tap Dance I

1(0-3)　　(Varies)

*Prerequisites:*　None　　*Corequisites:*　None

This course provides the fundamentals of elementary tap dance technique. Emphasis is placed on sounds, rhythms, terminology, and body placement. Upon completion, students should be able to demonstrate significant progress in elementary tap skills.

### DAN 122　Tap Dance II

1(0-3)　　(Varies)

*Prerequisites:*　Audition or DAN 121　　*Corequisites:*　None

This course is the second in a series and provides an expansion of elementary tap dance techniques. Emphasis is placed

on weight shifts, turns, and more complex rhythm patterns. Upon completion, students should be able to demonstrate a moderate mastery of elementary/intermediate tap dance skills.

### DAN 124    Jazz Dance I
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course provides the fundamentals of elementary jazz technique. Emphasis is placed on body placement, stretching, jazz movements, and syncopated rhythms. Upon completion, students should be able to demonstrate significant progress in fundamental jazz dance technique and simple center combinations.

### DAN 125    Jazz Dance II
1(0-3)        (Varies)
*Prerequisites:*  Audition or DAN 124        *Corequisites:*  None

This course is the second in a series and provides an expansion of elementary/intermediate jazz dance. Emphasis is placed on "Cool Jazz," theatrical jazz styles, and extended sequences of movement (routines). Upon completion, students should be able to demonstrate moderate mastery of elementary/intermediate-level jazz dance and be able to perform routines.

### DAN 127    Dance for Musical Theatre
2(0-4)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course is designed to teach alignment and different styles of jazz, tap, and folk dance used in musical theatre performances. Emphasis is placed on stretching, ballet barre, jazz, tap, and folk dance fundamentals. Upon completions, students should be able to demonstrate proper posture and fundamental techniques of jazz, tap, and folk dance.

### DAN 130    Ballet I
2(0-4)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the elementary elements of ballet technique. Emphasis is placed on simple positions, body placement, classroom discipline, and the Dalcroze method of counting music. Upon completion, students should be able to perform those movements at barre and in center.

### DAN 131    Ballet II
2(0-4)        (Varies)
*Prerequisites:*  DAN 130        *Corequisites:*  None

This course is the second in a series of elementary ballet technique. Emphasis is placed on motor skill development, elementary allegro steps, and body positions. Upon completion, students should be able to exhibit moderate technical skill in elementary ballet.

### DAN 132    Intermediate Ballet I
2(0-4)        (Varies)
*Prerequisites:*  DAN 131        *Corequisites:*  None

This course introduces the intermediate elements of ballet technique. Emphasis is placed on intermediate steps, memory of set patterns, and progress in skills, especially turns and allegros. Upon completion, students should be able to exhibit significant progress in intermediate ballet technique and the ability to memorize extended combination of steps.

### DAN 133    Intermediate Ballet II
2(0-4)        (Varies)
*Prerequisites:*  DAN 132        *Corequisites:*  None

This course is the second in a series of intermediate ballet technique. Emphasis is placed on progress in intermediate memory and execution of steps, especially Grand Allegro. Upon completion, students should be able to exhibit significant achievement in intermediate ballet technique and the ability to quickly learn and retain combinations.

### DAN 140    Modern Dance I
2(0-4)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the elementary elements of modern dance technique. Emphasis is placed on floor, barre, and center floor exercises. Upon completion, students should be able to exhibit a basic understanding and skill in performing elementary modern dance technique.

### DAN 141    Modern Dance II
2(0-4)        (Varies)
*Prerequisites:*  DAN 140        *Corequisites:*  None

This course is the second course in a series of elementary modern dance technique. Emphasis is placed on motor skill development and simple combinations in center floor. Upon completion, students should be able to exhibit moderate technical skill in elementary dance technique.

### DAN 142    Intermediate Modern Dance I
2(0-4)        (Varies)
*Prerequisites:*  DAN 141        *Corequisites:*  None

This course introduces intermediate modern dance technique. Emphasis is placed on kinesthesis (body energy) and intermediate movements including turns, spirals, and jumps. Upon completion, students should be able to demonstrate significant progress in intermediate technique and extended movement sequences.

### DAN 143    Intermediate Modern Dance II
2(0-4)        (Varies)
*Prerequisites:*  DAN 142        *Corequisites:*  None

This course is the second in a series of intermediate modern dance technique. Emphasis is placed on progress in intermediate skills, musical phrasing, and introduction to selections of modern dance repertoire. Upon completion, students should be able to demonstrate significant achievement in intermediate technique and to begin to practice selections of its repertoire.

### DAN 225    Choreography I
3(1-4)        (Varies)
*Prerequisites:*  DAN 140        *Corequisites:*  Enrollment in DAN 142 or higher-level dance class

This course introduces the fundamental techniques of modern dance choreography. Emphasis is placed on improvisation and development of movement phases. Upon completion, students should be able to create simple movements, improvise upon them, and develop longer movement phases to create short dances.

## DAN 226    Choreography II

3(1-4)        (Varies)
*Prerequisites:* DAN 140    *Corequisites:* Enrollment in DAN 142 or higher-level dance class

This course introduces the elements of dance (time, space, form) and structural forms as used to choreograph. Emphasis is placed on the use of design, dynamics, rhythm, motivation, and musical forms to create dances. Upon completion, student should be able to utilize the elements of time, space, and form and form manipulation to choreograph and rehearse a group dance.

# Drafting

## DFT 111    Technical Drafting I

2(1-3)        (F)
*Prerequisites:* None    *Corequisites:* None

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

## DFT 112    Technical Drafting II

2(1-3)        (F)
*Prerequisites:* DFT 111    *Corequisites:* None

This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

## DFT 115    Architectural Drafting

2(1-2)        (SS)
*Prerequisites:* DFT 111    *Corequisites:* None

This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

## DFT 119    Basic CAD

2(1-2)
*Prerequisites:* None    *Corequisites:* None
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

## DFT 121    Intro to GD & T

2(1-2)        (S)
*Prerequisites:* DFT 111    *Corequisites:* None

This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory, and applications. Upon completion, students should be able to interpret and apply basic geometric dimensioning and tolerancing principles to drawings.

## DFT 151    CAD I

3(2-3)        (F)
*Prerequisites:* DFT 111 or    *Corequisites:* DFT 111

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

## DFT 152    CAD II

3(2-3)        (S)
*Prerequisites:* DFT 151    *Corequisites:* None

This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents.

## DFT 153    CAD III

3(2-3)        (SS)
*Prerequisites:* DFT 151    *Corequisites:* None

This course covers basic principles of three-dimensional CAD wireframe and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wireframes, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wireframe and surface models.

## DFT 161    Pattern Design & Layout

2(1-2)        (SS)
*Prerequisites:* DFT 111    *Corequisites:* None

This course covers the layout of sheet metal and pipe fittings. Topics include the development of patterns and templates for metalworking industries. Upon completion, students should be able to develop, sketch, produce, and angle layouts

## DFT 211    Gears, Cams, & Pulleys

2(1-3)        (SS)
*Prerequisites:* DFT 111 and MAT 121    *Corequisites:* None

This course introduces the principles of motion transfer. Topics include gears, cams, pulleys, and drive components. Upon completion, students should be able to solve problems and produce drawings dealing with ratios.

## DFT 214    Descriptive Geometry

2(1-2)        (S)
*Prerequisites:* DFT 111    *Corequisites:* None

This course includes a graphic analysis of space problems. Topics include points, lines, planes, connectors, and combinations of these. Upon completion, students should be able to solve real world spatial problems using descriptive geometry techniques.

# Drama/Theatre

## *DRA 111    Theatre Appreciation

3(3-0)        (Varies)
*Prerequisites:* None    *Corequisites:* None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to

demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

## *DRA 112    Literature of the Theatre
3(3-0)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works.

## *DRA 120    Voice For Performance
3(3-0)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course provides guided practice in the proper production of speech for the theatre. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective theatrical speech.

## *DRA 122    Oral Interpretation
3(3-0)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course introduces the dramatistic study of literature through performance. Emphasis is placed on analysis and performance of poetry, drama, and prose fiction. Upon completion, students should be able to embody and discuss critically the speakers inherent in literature.

## *DRA 128    Children's Theatre
3(3-0)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course introduces the philosophy and practice involved in producing plays for young audiences. Topics include the selection of age-appropriate scripts and the special demands placed on directors, actors, designers, and educators in meeting the needs of young audiences. Upon completion, students should be able to present and critically discuss productions for children.

## *DRA 130    Acting I
3(0-6)      (F,S)
*Prerequisites:* None      *Corequisites:* None

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

## DRA 131    Acting II
3(0-6)      (Varies)
*Prerequisites:* DRA 130      *Corequisites:* None

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble.

## *DRA 140    Stagecraft I
3(0-6)      (F)
*Prerequisites:* None      *Corequisites:* None

This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue vocational and avocational roles in technical theatre.

## *DRA 141    Stagecraft II
3(0-6)      (S)
*Prerequisites:* DRA 140      *Corequisites:* None

This course provides additional hands-on practice in the elements of stagecraft. Emphasis is placed on the design and implementation of the arts and crafts of technical theatre. Upon completion, students should be able to pursue vocational or avocational roles in technical theatre.

## DRA 142    Costuming
3(2-2)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course covers the techniques of costume construction and craft processes. Emphasis is placed on learning costuming techniques, using equipment and materials, and finishing production-appropriate costumes. Upon completion, students should be able to demonstrate an understanding of pattern drafting, construction techniques, and costume fitting procedures.

Requirement Satisfied: **Pre Major

## DRA 143    Costume Design
3(2-2)      (Varies)
*Prerequisites:* DRA 140      *Corequisites:* None

This course covers the analysis, research, design, and problem solving related to costume design. Emphasis is placed on director/ designer communication, concepting, research, and rendering of designs. Upon completion, students should be able to demonstrate skills in communication, design process, and rendering.

## *DRA 145    Stage Make-up
2(1-2)      (Varies)
*Prerequisites:* None      *Corequisites:* None

This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces.

## *DRA 147    Sound Technology
3(3-0)      (Varies)
*Prerequisites:* DRA 140      *Corequisites:* None

This course provides an introduction to the analysis of sound equipment technology and its operation and uses on stage. Emphasis is placed on assessing sound needs, and on installing, running, and maintaining equipment. Upon completion, students should be able to demonstrate skills as a sound environment designer and technician.

**\*DRA 150    Stage Management**
3(3-0)        (Varies)
*Prerequisites:* DRA 140     *Corequisites:* None

This course covers the skills necessary for a stage manager of school or professional productions. Emphasis is placed on scheduling, rehearsal documentation and management, personnel, paperwork, and organization. Upon completion, students should be able to effectively stage- manage entertainment productions.

**\*DRA 151    Mechanics and Maintenance**
1(1-0)        (F,S)
*Prerequisites:* DRA 140     *Corequisites:* None

This course is designed to analyze the internal workings and maintenance of a theatrical facility. Emphasis is placed on the mechanics and maintenance of rigging, counter-weight systems, hydraulics, electronics, and shop equipment. Upon completion, students should be able to demonstrate an understanding of the proper operation of backstage systems.

**\*DRA 170    Play Production I**
3(0-9)        (F)
*Prerequisites:* None     *Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**\*DRA 171    Play Production II**
3(0-9)        (S)
*Prerequisites:* DRA 170     *Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**\*DRA 230    Acting III**
3(0-6)        (Varies)
*Prerequisites:* DRA 131     *Corequisites:* None

This course is designed to include an exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form — musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble. This class will focus on song interpretation, acting, and auditioning for musical theatre.

**\*DRA 231    Acting IV**
3(0-6)
*Prerequisites:* DRA 230     *Corequisites:* None

This course is designed to include further exploration of acting styles. Emphasis is placed on putting the actor's skills to

work in a major theatrical form-musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble.

**\*DRA 240    Lighting for the Theatre**
3(2-2)        (Varies)
*Prerequisites:* None     *Corequisites:* None

This course is an applied study of theatre lighting and is designed to train theatre technicians. Emphasis is placed on lighting technology including the mechanics of lighting and light control equipment by practical work with lighting equipment. Upon completion, students should be able to demonstrate competence with lighting equipment.

**\*DRA 241    Lighting Design**
3(2-2)        (Varies)
*Prerequisites:* DRA 140     *Corequisites:* None

This course introduces the processes of conceptualizing and developing a lighting design for the theatre and other media. Emphasis is placed on equipment, technology, and the development of a light plot. Upon completion, students should be able to understand the process of creating a light plot and solving the production problems relative to lighting.

**\*DRA 260    Directing**
3(0-6)        (Varies)
*Prerequisites:* DRA 130     *Corequisites:* DRA 140

This course provides an analysis and application of the techniques of theatrical directing. Topics include script selection, analysis, casting, rehearsal planning, blocking, stage business, tempo, and technical considerations. Upon completion, students should be able to plan, execute, and critically discuss a student-directed production.

**\*DRA 270    Play Production III**
3(0-9)        (F)
*Prerequisites:* DRA 171     *Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

**\*DRA 271    Play Production IV**
3(0-9)        (S)
*Prerequisites:* DRA 270     *Corequisites:* None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production.

## Electronic Commerce

### ECM 168    Electronic Business
3(2-2)        (S)
*Prerequisites:* None        *Corequisites:* None

This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of e-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of e-commerce as a foundation for developing plans leading to electronic business implementation.

### ECM 210    Introduction to E-Commerce
3(2-2)        (SS)
*Prerequisites:* None        *Corequisites:* None

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

### ECM 220    E-Commerce Planning & Implementation
3(2-2)        (F)
*Prerequisites:* None        *Corequisites:* None

This course builds on currently accepted business practices to develop a business plan and implementation model for e-commerce. Topics include analysis and synthesis of the planning cycle, cost/benefit analysis, technical systems, marketing, security, financial support, Internet strategies, website design, customer support and feedback and assessment. Upon completion, students should be able to develop a plan for e-commerce in a small to medium size business.

### ECM 230    Capstone Project
3(1-6)        (S)
*Prerequisites:* ECM 220        *Corequisites:* None

This course provides experience in Electronic Commerce. Emphasis is placed on the implementation of an e-commerce model for an existing business. Upon completion, students should be able to successfully develop and implement a plan for e-commerce in a small to medium size business.

## Economics

### *ECO 251    Principles of Microeconomics
3(3-0)        (F, SS)
*Prerequisites:* RDG 090, ENG 090/095        *Corequisites:* None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

### *ECO 252    Principles of Macroeconomics
3(3-0)        (S, SS)
*Prerequisites:* RDG 090, ENG 090/095        *Corequisites:* None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socio-economic goals.

## Early Childhood Associate

Placement above or successful completion of RED 090 or ENG 090 or ENG 095 is required prior to entrance into courses listed below or the permission of the program coordinator or the instructor. Courses include: EDU 111, EDU 112, EDU 113, EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 151, EDU 151A, EDU 153, EDU 188, EDU 221, EDU 234, EDU 261, EDU 262.

### EDU 111    Early Childhood Credentials I
2 (2-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

### EDU 112    Early Childhood Credentials II
2(2-0)        (S)
*Prerequisites:* EDU 111        *Corequisites:* None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

### EDU 113    Family/Early Child Credential
2(2-0)        (S)
*Prerequisites:* None        *Corequisites:* None

This course covers business/professional practices for family early childhood providers, developmentally appropriate practices, positive guidance, and methods of providing a safe and healthy environment. Topics include developmentally appropriate practices; health, safety, and nutrition; and business and professionalism. Upon completion, students should be able to develop a handbook of policies, procedures, and practices for a family child care home.

### EDU 118    Teach Assoc Princ & Prac
3(3-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course covers the teacher associate's role in the educa-

tional system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy.

### EDU 119    Early Childhood Education
4(3-2)    (Var.)
*Prerequisites:* None    *Corequisites:* None

This course covers the foundation of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

### EDU 131    Child, Family, and Community
3(3-0)    (S)
*Prerequisites:* None    *Corequisites:* None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

### EDU 144    Child Development I
3(3-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

### EDU 145    Child Development II
3(3-0)    (S)
*Prerequisites:* EDU 144    *Corequisites:* None

This course covers theories of child development and developmental sequences of children from preschool through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

### EDU 146    Child Guidance
3(3-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on

encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

### EDU 147    Behavior Disorders
3(3-0)    (S)
*Prerequisites:* None    *Corequisites:* None

This course is a comprehensive study of behavior disorders encompassing characteristics, assessments, and placement alternatives. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize appropriate behavior management applications.

### EDU 148    Learning Disabilities
5(4-2)    (S)
*Prerequisites:* None    *Corequisites:* None

This course is a comprehensive study of the characteristics, teaching strategies, assessment tools, and placement alternatives for children with learning disabilities. Topics include characteristics, causes, assessment instruments, learning strategies, and collaborative methods for children with learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with learning disabilities.

### EDU 151    Creative Activities
3(3-0)    (S)
*Prerequisites:* None    *Corequisites:* None

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement, and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

### EDU 151A    Creative Activities Lab
1(0-2)    (S)
*Prerequisites:* None    *Corequisites:* EDU 151

This course provides a laboratory component to element EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

### EDU 153    Health, Safety, and Nutrition
3(3-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional need, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

### EDU 153A   Health, Safety, & Nutrition Lab
1(0-2)        (F)
*Prerequisites:*  None        *Corequisites:*  EDU 153

This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and nutrition education programs.

### EDU 161   Intro to Exceptional Child
4(3-3)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course covers exceptional children as learners within the context of the community, school, and family. Emphasis is placed on the legal, social, physical, political, and cultural issues relating to the analysis and teaching of exceptional children. Upon completion, students should be able to demonstrate knowledge of identification processes, mainstreaming techniques, and professional practices and attitudes.

### EDU 186   Reading & Writing Methods
3(3-0)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course covers concepts, resources, and methods for teaching reading and writing to school-age children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences.

### EDU 188   Issues in Early Child Education
2(2-0)        (S)
*Prerequisites:*  None        *Corequisites:*  None

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

### EDU 221   Children with Special Needs
3(3-0)        (F)
*Prerequisites:*  EDU 144 and EDU 145     *Corequisites:*  None

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and class environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

### EDU 234   Infants, Toddlers, and Twos
3(3-0)        (S)
*Prerequisites:*  None        *Corequisites:*  None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year-olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

### EDU 235   School-Age Dev & Program
2(2-0)        (S)
*Prerequisites:*  None        *Corequisites:*  None

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

### EDU 247   Physical Disabilities
3(3-0)        (F)
*Prerequisites:*  EDU 144      *Corequisites:*  None

This course covers characteristics, intervention strategies, adaptive procedures, and technologies for children with physical disabilities. Topics include intervention strategies, inclusive placement options, and utilization of support services for children with physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies for specific disabilities and service delivery options for those disabilities.

### EDU 248   Mental Retardation
3(2-2)        (F)
*Prerequisites:*  EDU 221      *Corequisites:*  None

This course covers the causes and assessment of mental retardation and individualized instruction and curriculum for children with mental retardation. Emphasis is placed on definition, characteristics, assessment, and educational strategies for children with mental retardation. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with mental retardation.

### EDU 261   Early Childhood Administration I
2(2-0)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a N.C. Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

### EDU 262   Early Childhood Administration II
3(3-0)        (F)
*Prerequisites:*  EDU 261      *Corequisites:*  None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

### EDU 263   Dev School-Age Prog
2(2-0)        (S)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the methods and procedures for operating a school-age program in either the public or proprietary

setting, Emphasis is placed on constructing and organizing the physical environment as well as planning and developing a school-age program. Upon completion, students should be able to plan and develop a quality school-age program.

### EDU 275    Effective Teach Train
2(2-0)        (S)
*Prerequisites:* None        *Corequisites:* None

This course provides specialized training using an experience-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

### EDU 280    Literacy Experiences
            (S)
*Prerequisites:* None        *Corequisites:* None

This Course covers literacy, early literacy develpopment, and appropriate early experiences with books and writing. Emphasis is placed on reading and writing readiness, major approaches used in teaching literacy, and strategies for sharing quality in children's literature. Upon completion, students should be able to select, plan and evaluate appropriate early literacy experiences.

### EDU 285    Internship Exp-School Age
1(1-0)        (S)
*Prerequisites:* ENG 111    *Corequisites:* COE 122 or COE 121

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education.

## Engineering

### EGR 131    Intro To Electronics Tech
2(1-2)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

### EGR 285    Design Project
2(0-4)        (S)
*Prerequisites:* ELN 232    *Corequisites:* None

This course provides the opportunity to design and construct an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, construction, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate operational projects.

## Electricity

### ELC 112    DC/AC Electricity
5(3-6)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

### ELC 113    Basic Wiring I
4(2-6)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

### ELC 114    Basic Wiring II
4(2-6)        (S)
*Prerequisites:* ELC 113    *Corequisites:* None

This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

### ELC 115    Industrial Wiring
4(2-6)        (S)
*Prerequisites:* ELC 113    *Corequisites:* None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

### ELC 117    Motors and Controls
4(2-6)        (SS)
*Prerequisites:* ELC 111 or ELC 112 or ELC 131
*Corequisites:* None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

### ELC 118    National Electrical Code
2(1-2)        (S)
*Prerequisites:* None        *Corequisites:* None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods,

overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

### ELC 119  NEC Calculations
2(1-2)  (SS)
*Prerequisites:* None  *Corequisites:* None

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

### ELC 126  Electrical Computations
3(2-2)  (S)
*Prerequisites:* None  *Corequisites:* None

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems.

### ELC 131  DC/AC Circuit Analysis
5(4-3)  (F, Var.)
*Prerequisites:* None  *Corequisites:* MAT 121

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

### ELC 132  Electrical Drawings
2(1-3)  (F)
*Prerequisites:* None  *Corequisites:* None

This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings.

## Electronics

### ELN 131  Electronic Devices
4(3-3)  (S)
*Prerequisites:* ELC 131  *Corequisites:* None

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thyristors, and related components . Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

### ELN 133  Digital Electronics
4(3-3)  (S)
*Prerequisites:* ELC 112, ELC 131 OR ELC 140
*Corequisites:* None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

### ELN 232  Intro to Microprocessors
4(3-3)  (SS)
*Prerequisites:* ELN 133  *Corequisites:* None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

### ELN 233  Microprocessor Systems
4(3-3)  (SS)
*Prerequisites:* ELN 232  *Corequisites:* None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

### ELN 235  Data Communication System
4(3-3)  (S)
*Prerequisites:* ELN 232  *Corequisites:* None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, serial interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

### ELN 275  Troubleshooting
2(1-2)  (F)
*Prerequisites:* ELN 133  *Corequisites:*

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

# Emergency Medical Science

## EMS 110    EMT-Basic
6(4-6-0)    (F)
*Prerequisites:*  Enrollment in EMS program *Corequisites:*  None

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.

## EMS 111    Prehospital Environment
3(2-2-0)    (F)
*Prerequisites:*  Enrollment in EMS program *Corequisites:*  None

This course introduces the prehospital care environment and is required for all levels of EMT certification. Topics include roles, responsibilities, laws, ethics, communicable diseases, hazardous materials recognition, therapeutic communications, EMS systems, and defense tactics. Upon completion, students should be able to demonstrate competence in rules and regulations governing prehospital care and personal protection.

## EMS 120    Intermediate Interventions
3(2-3-0)    (S)
*Prerequisites:*  EMS 110 and EMS 111    *Corequisites:*  EMS 121, EMS 130, and EMS 131

This course is designed to provide the necessary information for interventions appropriate to the EMT-Intermediate and is required for intermediate certification. Topics include automated external defibrillation, basic cardiac electrophysiology, intravenous therapy, venipuncture, acid-base balance, and fluids and electrolytes. Upon completion, students should be able to properly establish an IV line, obtain venous blood, utilize AEDs, and correctly interpret arterial blood gases.

## EMS 121    EMS Clinical Practicum I
2(0-0-6)    (S)
*Prerequisites:*  EMS 110 and EMS 111    *Corequisites:*  EMS 120, EMS 130, and EMS 131

This course is the initial hospital and field internship and is required for intermediate and paramedic certification. Emphasis is placed on intermediate-level care. Upon completion, students should be able to demonstrate competence with intermediate-level skills.

## EMS 130    Pharmacology I for EMS
2(1-3-0)    (S)
*Prerequisites:*  EMS 110; Minimum Asset Score for placement in MAT 115 or successful completion of MAT 070
*Corequisites:*  EMS 120 and EMS 131

This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

## EMS 131    Advanced Airway Management
2(1-2-0)    (S)
*Prerequisites:*  EMS 110    *Corequisites:*  EMS 120 and EMS 130

This course is designed to provide advanced airway management techniques and is required for intermediate and paramedic certification. Topics include respiratory anatomy and physiology, airway, ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

## EMS 140    Rescue Scene Management
3(1-6-0)    (SS)
*Prerequisites:*  Enrollment in EMS program *Corequisites:*  None

This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

## EMS 150    Emergency Vehicles and EMS Communication
2(1-3-0)    (F)
*Prerequisites:*  Enrollment in EMS program *Corequisites:*  None

This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.

## EMS 210    Advanced Patient Assessment
2(1-3-0)    (SS)
*Prerequisites:*  EMS 120, EMS 130, EMS 131, and EMS 121
*Corequisites:*  None

This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

## EMS 220    Cardiology
4(2-6-0)    (F)
*Prerequisites:*  EMS 120, EMS 130, and EMS 131
*Corequisites:*  None

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment. Upon completion, students should be able to certify at the Advanced Cardiac Life Support Provider level utilizing American Heart Association guidelines.

## EMS 221    EMS Clinical Practicum II

3(0-0-9)    (SS)
*Prerequisites:*  EMS 121    *Corequisites:*  None

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level care.

## EMS 231    EMS Clinical Practicum III

3(0-0-9)    (F)
*Prerequisites:*  EMS 221    *Corequisites:*  None

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

## EMS 235    EMS Management

2(2-0-0)    (S)
*Prerequisites:*  Enrollment in EMS program *Corequisites:*  None

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

## EMS 240    Special Needs Patients

2(1-3-0)    (F)
*Prerequisites:*  EMS 120, EMS 121, EMS 130, and EMS 131
*Corequisites:*  None

This course includes concepts of crisis intervention and techniques of dealing with different behavioral emergencies and is required for paramedic certification. Topics include psychiatric emergencies, abuse, assault, challenged patients, personal well-being, home care, and psychotherapeutic pharmacology. Upon completion, students should be able to recognize and manage frequently encountered behavioral emergencies.

## EMS 242    EMS Hospital Clinical IV

2(0-0-6)    (S)
*Prerequisites:*  EMS 231    *Corequisites:*  COE 211

This course is a continuation of the hospital clinical required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

## EMS 250    Advanced Medical Emergencies

3(2-3-0)    (F)
*Prerequisites:*  EMS 120, EMS 130, EMS 131, and EMS 121
*Corequisites:*  None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include pulmonology, neurology, endocrinology, anaphylaxis, gastroenterology, toxicology, and environmental emergencies integrating case presentation and emphasizing pharmacotherapeutics. Upon completion, students should be able to recognize and manage frequently encountered medical conditions based upon initial patient impression.

## EMS 260    Advanced Trauma Emergencies

2(1-3-0)    (F)
*Prerequisites:*  EMS 120, EMS 130, EMS 131, and EMS 121
*Corequisites:*  None

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLS or PHTLS courses.

## EMS 270    Life Span Emergencies

3(2-2-0)    (S)
*Prerequisites:*  EMS 120, EMS 130, and EMS 131
*Corequisites:*  None

This course, required for paramedic certification, covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies and certify at the Pediatric Advanced Life Support Provider level.

## EMS 280    EMS Bridging Course

3(2-2-0)    (Varies)
*Prerequisites:*  Enrollment in the EMS Bridging program
*Corequisites:*  None

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.

## EMS 285    EMS Capstone

2(1-3-0)    (S)
*Prerequisites:*  EMS 220, EMS 250, and EMS 260
*Corequisites:*  None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

# English

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

### ENG 080    Writing Foundations
4(3-2)        (F, S, SS)
*Prerequisites:* None        *Corequisites:* None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental writing prerequisite for ENG 111.

### ENG 085    Reading & Writing Found
5(5-0)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111.

### ENG 090    Composition Strategies
3(3-0)        (F, S, SS)
*Prerequisites:* ENG 080 or ENG 085
*Corequisites:* ENG 090A

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing prerequisite for ENG 111.

### ENG 090A  Composition Strategies Lab
1(0-2)        (F, S, SS)
*Prerequisites:* ENG 080 or ENG 085
*Corequisites:* ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

### ENG 095    Reading & Comprehension Strategies
5(5-0)        (Varies)
*Prerequisites:* ENG 080 and RED 080; or ENG 085
*Corequisites:* None

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111.

### ENG 102    Applied Communications II
3(3-0)        (F, S, Var.)
*Prerequisites:* None        *Corequisites:* None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports, and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.

### *ENG 111   Expository Writing
3(3-0)        (F, S, Var.)
*Prerequisites:* ENG 090 and RED 090; or ENG 095;
or appropriate test scores        *Corequisites:* None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

### *ENG 112   Argument-Based Research
3(3-0)        (Varies)
*Prerequisites:* ENG 111        *Corequisites:* None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style.

### *ENG 113   Literature-Based Research
3(3-0)        (S, Var.)
*Prerequisites:* ENG 111        *Corequisites:* None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.

### *ENG 114   Professional Research & Reporting
3(3-0)        (S, Var.)
*Prerequisites:* ENG 111        *Corequisites:* None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

### *ENG 231　American Literature I

3(3-0)　　(F, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### *ENG 232　American Literature II

3(3-0)　　(S, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### *ENG 241　British Literature I

3(3-0)　　(F, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### *ENG 242　British Literature II

3(3-0)　　(S, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### *ENG 261　World Literature I

3(3-0)　　(F, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

### *ENG 262　World Literature II

3(3-0)　　(S, Var.)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

### *ENG 272　Southern Literature

3(3-0)　　(Varies)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

### *ENG 273　African-American Literature

3(3-0)　　(Varies)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

### *ENG 274　Literature by Women

3(3-0)　　(Varies)
*Prerequisites:*　ENG 112, ENG 113, or ENG 114
*Corequisites:*　None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

## French

### *FRE 111　Elementary French I

3(3-0)　　(F, Var.)
*Prerequisites:*　None　　*Corequisites:*　None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

### *FRE 112　Elementary French II

3(3-0)　　(S, Var.)
*Prerequisites:*　FRE 111　　*Corequisites:*　None

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.

## *FRE 211    Intermediate French I
3(3-0)     (F, Var.)
*Prerequisites:*  FRE 112    *Corequisites:*  None

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

## *FRE 212    Intermediate French II
3(3-0)     (S)
*Prerequisites:*  FRE 211    *Corequisites:*  None

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

# Foodservice

## FST 100    Introduction to the Foodservice Industry
1(1-0)     (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course is designed to develop an understanding of the foodservice industry and its career paths. Emphasis is placed on employability skills and attitudes relating to career goals. Upon completion, students should be able to identify job opportunities, job requirements, and career paths in the foodservice industry. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 101    Introduction to Baking
3(1-4)     (F)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces fundamental concepts, skills, and techniques in quantity baking. Topics include yeast and quick breads, cookies, cakes, and other baked goods. Upon completion, students should be able to prepare and evaluate baked products. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 102    Basic Foodservice Skills
7(3-8)     (F)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces the concepts, skills, and techniques for volume food production in an institutional setting. Emphasis is placed on development of skills in knife, tool, and equipment handling and applying principles of food preparation to produce varieties of food products. Upon completion, students should be able to demonstrate entry-level skills in a quantity foodservice operation. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 103    Safety and Sanitation
3(2-2)     (F)
*Prerequisites:*  None    *Corequisites:*  None

This course provides practical experience with the basic principles of safety and sanitation in the foodservice industry. Emphasis is placed on personal hygiene habits, safety regulations, and food handling practices (H.A.C.C.P.) that protect the health of the consumer. Upon completion, students should be able to demonstrate appropriate safety and sanitation practices required in the foodservice industry. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 104    Foodservice Equipment
2(1-2)     (F)
*Prerequisites:*  None    *Corequisites:*  None

This course provides instruction in identification, effective use, and care of foodservice equipment. Emphasis is placed on operation, maintenance, and application of standard institutional equipment. Upon completion, students should be able to demonstrate safe and efficient use of standard institutional kitchen equipment. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 105    Menu Planning
5(4-2)     (S)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces the principles and functions of menu management for general and special populations. Emphasis is placed on building menus with regard to nutritional considerations and dietary needs. Upon completion, students should be able to develop and prepare menus to be used in a variety of dining settings. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 106    Advanced Foodservice Skills
5(2-6)     (S)
*Prerequisites:*  None    *Corequisites:*  None

This course is designed to increase the student's level of proficiency in theory and application of foodservice skills in commercial kitchens. Emphasis is placed on the preparation and presentation of hot and cold foods. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 107    Advanced Baking
3(1-4)     (S)
*Prerequisites:*  None    *Corequisites:*  None

This course provides advanced skills and techniques for preparing baked goods. Emphasis is placed on specialty breads, classical desserts, pastries, and decorative finishing. Upon completion, students should be able to produce and plate a variety of quality baked items. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## FST 108    Cost Control
3(2-2)     (S)
*Prerequisites:*  None    *Corequisites:*  None

This course covers the control of primary costs in foodservice establishments. Topics include purchasing, receiving, storing, issuing, production, revenue, inventory control with emphasis on foodservice software. Upon completion, students should

be able to apply the necessary knowledge and skills required to manage primary costs for a foodservice establishment. *This course is restricted to the Foodservice Technology program and is approved for offering only at designated Department of Correction facilities.*

## GEOGRAPHY

### *GEO 111    World Regional Geography
3(3-0)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships.

### *GEO 112    Cultural Geography
3(3-0)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups.

### *GEO 113    Economic Geography
3(3-0)        (S)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course covers the patterns and networks of economic interdependence and how they affect human populations. Emphasis is placed on the economic aspects of the production and distribution of goods and services and their impact on the quality of human life. Upon completion, students should be able to describe different economic systems and demonstrate an understanding of the variables that influence economic development.

## HEALTH

### *HEA 110    Personal Health/Wellness
3(3-0)        (Varies)
*Prerequisites:*  None        *Cor equisites:*  None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

### HEA 111    First Aid & Safety
2(1-2)        (Varies)
*Prerequisites:*  None        *Cor equisites:*  None

This course provides first aid and safety education. Emphasis is placed on safe attitudes, accident prevention, and response to accidents and injuries. Upon completion, students should be able to demonstrate proper first aid and safety skills.

### *HEA 112    First Aid & CPR
2(1-2)        (Varies)
*Prerequisites:*  None        *Cor equisites:*  None

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained.

### *HEA 120    Community Health
3(3-0)        (Varies)
*Prerequisites:*  None        *Cor equisites:*  None

This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems.

### HEA 150    Drugs and Behavior
3(3-0)        (Varies)
*Prerequisites:*  None        *Cor equisites:*  None

This course provides a survey of stimulant, depressant, psychedelic, and inhalant drugs used in contemporary society and their effects on human behavior. Emphasis is placed on the sociological, psychological, and physiological effects of drug use and abuse. Upon completion, students should be able to describe the effects of specific drugs and identify the personal, social, and environmental factors which influence drug use.

## History

### *HIS 121    Western Civilization I
3(3-0)        (F, SS)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.

### *HIS 122    Western Civilization II
3(3-0)        (S, SS)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization.

### *HIS 131    American History I
3(3-0)        (F)
*Prerequisites:*  RDG 090, ENG 090/095    *Cor equisites:*  None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

### *HIS 132     American History II
3(3-0)     (S)
*Prerequisites:* RDG 090, ENG 090/095     *Corequisites:* None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

### *HIS 165     Twentieth-Century World
3(3-0)     (Varies)
*Prerequisites:* RDG 090, ENG 090/095     *Corequisites:* None

This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century.

## Humanities

### *HUM 211    Humanities I
3(3-0)     (Varies)
*Prerequisites:* ENG 111     *Corequisites:* None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

### *HUM 212    Humanities II
3(3-0)     (Varies)
*Prerequisites:* ENG 111     *Corequisites:* None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

## Internet Technologies

### ITN 110     Introduction to Web Graphics
3(2-2)     (S)
*Prerequisites* : None     *Corequisites:* None

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banners, buttons, backgrounds, and other graphics for Web pages.

### ITN 140     Web Development Tools
3(2-2)     (F)
*Prerequisites:* None     *Corequisites:* None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

### ITN 150     Internet Protocols
3(2-2)     (S)
*Prerequisites:* None     *Corequisites:* None

This course introduces the student to the application protocols used on the Internet. Topics include HTTP, Secure HTTP, TCP/IP, and related applications such as FTP, TELNET, and PING. Upon completion, students should be able to use the protocols as they pertain to the Internet, as well as, setup and maintain these protocols.

### ITN 160     Principles of Web Design
3(2-2)     (SS)
*Prerequisites:* None     *Corequisites:* None

This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, the student should be able to employ advanced design techniques to create high impact and highly functional web pages.

### ITN 250     Implement Internet Services
3(2-2)     (S)
*Prerequisites:* NET 110     *Corequisites:* None

This course covers the setup and configuration of news, mail, ftp, and WWW services. Topics include selection and installation of software to support common Internet services and related topics. Upon completion, students should be able to install and configure the most commonly used Internet service software.

### ITN 290     Emerging Technologies
3(2-2)     (S)
*Prerequisites:* ITN 160 or CSC 160     *Corequisites:* None

This course will expose students to emerging technologies in the field of Internet Technologies. Emphasis is placed on the new technologies in the Internet related field. Upon completion, students should be aware of the emerging technologies of Internet Technologies.

## Legal Education

### LEX 110     Intro to Paralegal Study
2(2-0)     (F)
*Prerequisites:* None     *Corequisites:* None

This course introduces the paralegal profession and the legal system and an emphasis is placed on the role of professional and legal ethics. Topics include regulation, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology, and other related topics. Upon completion, the student should be able to understand the role of a paralegal and identify the skills, knowledge, and ethics required of legal paralegals.

### LEX 120 Legal Research/Writing I
3(2-2) (F)
*Prerequisites:* None *Corequisites:* None

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

### LEX 121 Legal Research/Writing II
3(2-2) (S)
*Prerequisites:* LEX 120 *Corequisites:* None

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

### LEX 130 Civil Injuries
3(3-0) (S)
*Prerequisites:* None *Corequisites:* None

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

### LEX 140 Civil Litigation I
3(3-0) (S)
*Prerequisites:* None *Corequisites:* None

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.

### LEX 141 Civil Litigation II
3(2-2) (F)
*Prerequisites:* LEX 140 *Corequisites:* None

This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.

### LEX 150 Commercial Law I
3(2-2) (F)
*Prerequisites:* None *Corequisites:* None

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

### LEX 210 Real Property I
3(3-0) (F)
*Prerequisites:* None *Corequisites:* None

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

### LEX 211 Real Property II
3(1-4) (S)
*Prerequisites:* LEX 210 *Corequisites:* None

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft-closing documents including title insurance forms, and prepare disbursement reconciliation.

### LEX 240 Family Law
3(3-0) (F)
*Prerequisites:* None *Corequisites:* None

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

### LEX 250 Wills, Estates, & Trusts
3(2-2) (S)
*Prerequisites:* None *Corequisites:* None

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

### LEX 270 Law Office Mgt/Technology
2(1-2) (S)
*Prerequisites:* None *Corequisites:* None

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

## Machining

### MAC 111    Machining Technology I
6(2-12)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

### MAC 112    Machining Technology II
6(2-12)        (S)
*Prerequisites:* MAC 111        *Corequisites:* None

This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

### MAC 113    Machining Technology III
6(2-12)        (SS)
*Prerequisites:* MAC 112        *Corequisites:* None

This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

### MAC 121    Introduction to CNC
2(2-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

### MAC 122    CNC Turning
2(1-3)        (S)
*Prerequisites:* None        *Corequisites:* None

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

### MAC 124    CNC Milling
2(1-3)        (S)
*Prerequisites:* None        *Corequisites:* None

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

## Masonry

### MAS 110    Masonry I
10(5-15)
*Prerequisites:* None    *Corequisites:* None

This course introduces the basic principles of construction with masonry units. Topics include history of the masonry field, safety practices, blueprint reading, and principles of laying masonry units to the line using tools, equipment, and materials. Upon completion, students should be able to demonstrate knowledge of safety practices, blueprint reading, and basic tool use; identify materials; operate machinery; and lay masonry units.

### MAS 130    Masonry III
8(6-6)
*Prerequisites:* None        *Corequisites:* None

This course provides fundamentals and skills used in masonry construction. Emphasis is placed on building chimneys, fireplaces, columns, concrete masonry, and arches; using materials economically; satisfying needs and expectations; and proper work ethics. Upon completion, students should be able to build structures covered in the course, demonstrate increased speed and accuracy, and make smooth transitions between construction stages.

### MAS 140    Intro to Masonry
2(1-2)
*Prerequisites:* None        *Corequisites* :None

This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques.

### MAS 170    Masonry Technology Management
2(1-2)
*Prerequisites:* None        *Corequisites:* MAS 130

This course extends the concepts covered in the masonry curriculum. Topics include ornamental material applications, job site safety, site management: including environmental impact, employee supervision, and job cost management. Upon completion, students should be able to demonstrate advanced installation skills, as well as analyze and implement various management requirements.

## Mathematics

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

### MAT 060    Essential Mathematics
4(3-2)        (F, S, SS)
*Prerequisites:* None        *Corequisites:* None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applica-

tions of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

### MAT 070    Introductory Algebra
4(3-2)        (F, S, SS)
*Prerequisites:*  MAT 060        *Corequisites:*  RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

### MAT 080    Intermediate Algebra
4(3-2)        (F, S, SS)
*Prerequisites:*  MAT 070        *Corequisites:*  RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

### MAT 090    Accelerated Algebra
4(3-2)        (Varies)
*Prerequisites:*  MAT 060        *Corequisites:*  RED 080 or ENG 085

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

### MAT 101    Applied Mathematics I
3(2-2)        (F, S)
*Prerequisites:*  Pre-algebra placement test score of 44 or above; High School Algebra I; or MAT 060    *Corequisites:*  None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

### MAT 115    Mathematical Models
3(2-2)        (F, S, SS)
*Prerequisites:*  MAT 070        *Corequisites:*  None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon comple-

tion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

### MAT 121    Algebra/Trigonometry I
3(2-2)        (Varies)
*Prerequisites:*  MAT 070        *Corequisites:*  None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, radical, exponential, and logarithmic functions; descriptive statistics; right triangle trigonometry; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

### MAT 122    Algebra/Trigonometry II
3(2-2)        (Varies)
*Prerequisites:*  MAT 121        *Corequisites:*  None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, trigonometry, and systems of equations. Topics include translation and scaling of functions, Sine Law, Cosine Law, complex numbers, vectors, statistics, and systems of equations. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

### *MAT 155    Statistical Analysis
3(3-0)        (Varies)
*Prerequisites:*  MAT 080 or MAT 090    *Corequisites:*  None

This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data.

### *MAT 161    College Algebra
3(3-0)        (F, S)
*Prerequisites:*  MAT 080 or MAT 090    *Corequisites:*  None

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction.

### *MAT 162    College Trigonometry
3(3-0)        (S)
*Prerequisites:*  MAT 161        *Corequisites:*  None

This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication.

### *MAT 171   Precalculus Algebra

3(3-0)   (F)
*Prerequisites:*  MAT 080 or MAT 090      *Corequisites:*  None

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.

### *MAT 172   Precalculus Trigonometry

3(3-0)   (S)
*Prerequisites:*  MAT 171      *Corequisites:*  None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

### *MAT 175   Precalculus

4(4-0)   (SS)
*Prerequisites:*  MAT 080 or MAT 090      *Corequisites:*  None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic, and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. **Students who have received credit for MAT 171 and MAT 172 are not eligible for MAT 175 and vice versa.**

### *MAT 271   Calculus I

4(3-2)   (F)
*Prerequisites:*  MAT 172      *Corequisites:*  None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

### *MAT 272   Calculus II

4(3-2)   (S)
*Prerequisites:*  MAT 271      *Corequisites:*  None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems.

### *MAT 273   Calculus III

4(3-2)   (SS)
*Prerequisites:*  MAT 272      *Corequisites:*  None

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables.

## Mechanical

### MEC 110   Intro to CAD/CAM

2(1-2)   (S)
*Prerequisites:*  None      *Corequisites:*  None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

### MEC 111   Machine Processes I

3(2-3)   (F)
*Prerequisites:*  None      *Corequisites:*  None

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

### MEC 180   Engineering Materials

3(2-3)   (S)
*Prerequisites:*  None      *Corequisites:*  None

This course covers the physical and mechanical properties of materials. Topics include testing, heat treating, ferrous and nonferrous metals, plastics, composites, and material selection. Upon completion, students should be able to specify basic tests and properties and select appropriate materials on the basis of specific properties.

## Medical Assisting

### MED 121   Medical Terminology I

3(3-0)   (F)
*Prerequisites:*  None      *Corequisites:*  None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

### MED 122   Medical Terminology II

3(3-0)   (S)
*Prerequisites:*  MED 121      *Corequisites:*  None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

## Marketing and Retailing

### MKT 120    Principles of Marketing
3(3-0)        (F)
*Prerequisites:* None        *Corequisites:* None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

### MKT 220    Advertising and Sales Promotion
3(3-0)        (S)
*Prerequisites:* None        *Corequisites:* None

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

### MKT 224    International Marketing
3(3-0)        (S)
*Prerequisites:* RDG 090, ENG 090/095    *Corequisites:* None

This course covers the basic concepts of international marketing activity and theory. Topics include product promotion, placement, and pricing strategies in the international marketing environment. Upon completion, students should be able to demonstrate a basic understanding of the concepts covered.

## Music

### *MUS 110    Music Appreciation
3(3-0)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

### *MUS 111    Fundamentals of Music
3(3-0)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, keys signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music.

### *MUS 121    Music Theory I
4(3-2)        (F)
*Prerequisites:* None        *Corequisites:* None

This course provides and in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis; introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

### *MUS 122    Music Theory II
4(3-2)        (S)
*Prerequisites:* MUS 121        *Corequisites:* None

This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

### *MUS 131    Chorus I
1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

### *MUS 132    Chorus II
1(0-2)        (Varies)
*Prerequisites:* MUS 131        *Corequisites:* None

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

### *MUS 133    Band I
1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

### *MUS 134    Band II
1(0-2)        (Varies)
*Prerequisites:* MUS 133        *Corequisites:* None

This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

### *MUS 141    Ensemble I
1(0-2)        (Varies)
*Prerequisites:* Audition        *Corequisites:* None

This course provides and opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

## *MUS 142    Ensemble II
1(0-2)        (Varies)
*Prerequisites:*  MUS 141    *Corequisites:*  None

This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.,

## *MUS 151    Class Music I
1(0-2)        (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

## *MUS 152    Class Music II
1(0-2)        (Varies)
*Prerequisites:*  MUS 151    *Corequisites:*  None

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

## *MUS 161    Applied Music I
1(2-2)        (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

## *MUS 162    Applied Music II
1(2-2)        (Varies)
*Prerequisites:*  MUS 161    *Corequisites:*  None

This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

## *MUS 212    American Musical Theatre
3(3-0)        (Varies)
*Prerequisites:*  MUS 110    *Corequisites:*  None

This course covers the origins and development of the musical from Show Boat to the present. Emphasis is placed on the investigation of the structure of the musical and its components through listening and analysis. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

## *MUS 221    Music Theory III
4(3-2)        (F)
*Prerequisites:*  MUS 122    *Corequisites:*  None

This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

## *MUS 222    Music Theory IV
4(3-2)        (S)
*Prerequisites:*  MUS 221    *Corequisites:*  None

This course is a continuation of MUS 221. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

## *MUS 231    Chorus III
1(0-2)        (Varies)
*Prerequisites:*  MUS 132    *Corequisites:*  None

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

## *MUS 232*    Chorus IV
1(0-2)        (Varies)
*Prerequisites:*  MUS 231    *Corequisites:*  None

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

## *MUS 233    Band III
1(0-2)        (Varies)
*Prerequisites:*  MUS 134    *Corequisites:*  None

This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

## *MUS 234    Band IV
1(0-2)        (Varies)
*Prerequisites:*  MUS 233    *Corequisites:*  None

This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

## *MUS 241    Ensemble III
1(0-2)        (Varies)
*Prerequisites:*  MUS 142

Corequisite: None

This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a

variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

### *MUS 242   Ensemble IV
1(0-2)          (Varies)
*Prerequisites:* MUS 241

Corequisite: None

This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of a styles of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

### *MUS 251   Class Music III
1(0-2)          (F)
*Prerequisites:* MUS 152     *Corequisites:* None

This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

### *MUS 252   Class Music IV
1(0-2)          (S)
*Prerequisites:* MUS 251     *Corequisites:* None

This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

### *MUS 261   Applied Music III
1(2-2)          (F)
*Prerequisites:* MUS 162     *Corequisites:* None

This course is a continuation of MUS 162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance.

### *MUS 262   Applied Music IV
1(2-2)          (S)
*Prerequisites:* MUS 261     *Corequisites:* None

This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studid skills and repertoire through performance.

### *MUS 271   Music History I
3(3-0)          (Varies)
*Prerequisites:* MUS 122     *Corequisites:* None

This course is the first of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from Antiquity through the Baroque Period. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles.

### *MUS 272   Music History II
3(3-0)          (Varies)
*Prerequisites:* MUS 271     *Corequisites:* None

This course is the second of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from the Classical Period to the present. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles.

## Nursing Assistant

### NAS 101   Nursing Assistant I
5(3-2-3)          (Varies)
*Prerequisites:* Admission to the Nursing Assistant program
*Corequisites:* None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patents' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

### NAS 102   Nursing Assistant II
6(3-2-6)          (Varies)
*Prerequisites:* High school diploma or GED — currently listed as NAI in North Carolina.   *Corequisites:* None

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

### NAS 103   Home Health Care
2(2-0-0)          (Varies)
*Prerequisites:* None     *Corequisites:* NAS 101

This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate-level course.

## Networking Technology

### NET 110   Data Comm/Networking
3(2-2)          (F, SS)
*Prerequisites:* CIS 110, CIS 130     *Corequisites:* None

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.

### NET 125    Routing and Switching I

3(1-4)    (F,S)
*Prerequisites:* NET 110    *Corequisites:* None

This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router login scripts. Upon completion, students should be able to list the key internet working functions of the OSI Networking Layer and how they are performed in a variety of router types.

### NET 126    Routing and Switching II

3(1-4)    (S,SS)
*Prerequisites:* NET 125    *Corequisites:* None

This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses.

### NET 225    Advanced Router and Switching I

3(1-4)    (F)
*Prerequisites:* NET 126    *Corequisites:* None

This course introduces advanced router configuration, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion, students should be able to describe LAN and network segmentation with bridges, routers, and switches and describe a virtual LAN.

### NET 226    Advanced Router and Switching II

3(1-4)    (S)
*Prerequisites:* NET 225    *Corequisites:* None

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, channels, and function groups, describe the Spanning Tree protocol.

## Nursing

### NUR 101    Practical Nursing I

11(7-6-6)    (F)
*Prerequisites:* Admission to the Practical Nursing program
*Corequisites:* BIO 106, ENG 111

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of the nursing process to promote/main-

tain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 102    Practical Nursing II

12(8-0-12)    (S)
*Prerequisites:* NUR 101    *Corequisites:* PSY 110, CIS 111

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 103    Practical Nursing III

10(6-0-12)    (SS)
*Prerequisites:* NUR 102    *Corequisites:* PED Activity Course

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

### NUR 115    Fundamentals of Nursing

5(2-3-6)    (F)
*Prerequisites:* Admission to the Associate Degree Nursing program    *Corequisites:* NUR 133, BIO 168, PSY 150, CIS 111

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health.

### NUR 125    Maternal-Child Nursing

8(5-3-6)    (F, SS)
*Prerequisites:* NUR 115, NUR 133, NUR 135
*Corequisites:* None

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

### NUR 133    Nursing Assessment

3(2-3-0)    (F, S)
*Prerequisites:* ADN Students — Admission to ADN Program
LPN-ADN Option Students — Admission to the LPN-ADN Option Program
*Corequisites:* ADN Students — NUR 115, BIO 168, PSY 150, CIS 111;

LPN-ADN Option Students — BIO 169, PSY 241, CIS 111

This course provides theory and application experience for performing nursing assessment of individuals across the life span.

Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.

### NUR 135    Adult Nursing I
9(5-3-9)    (S)
*Prerequisites:*   NUR 115, NUR 133
*Corequisites:*   BIO 169, PSY 241

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health. Emphasis is placed on utilizing the nursing process as a framework for providing and managing nursing care to individuals along the wellness-illness continuum. Upon completion, students should be able to apply the nursing process to individuals experiencing acute and chronic alterations in health.

### NUR 185    Mental Health Nursing
5(3-0-6)    (F, SS)
*Prerequisites:*   NUR 115, NUR 133, NUR 135
*Corequisites:*   NUR 188

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs.

### NUR 188    Nursing in the Community
3(1-0-6)    (F, SS)
*Prerequisites:*   NUR 115, NUR 133, NUR 135
*Corequisites:*   NUR 185

This course is designed to introduce the basic concepts and practices of community-based nursing. Emphasis is placed on roles and functions of nurses as members of interdisciplinary teams in the community and utilization of the nursing process to meet the needs or problems of individuals and groups in the community. Upon completion, students should be able to provide nursing care to individuals and/or groups in community-based settings.

### NUR 235    Adult Nursing II
10(4-3-15)    (S)
*Prerequisites:*   NUR 115, NUR 125, NUR 133, NUR 135, NUR 185, NUR 188, NUR 255
*Corequisites:*   None

This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health.

### NUR 255    Professional Issues
3(3-0-0)    (F)
*Prerequisites:*   NUR 115, NUR 133, NUR 135
*Corequisites:*   NUR 125 OR NUR 185 AND NUR 188

This course explores basic concepts of practice in the management of patient care in a complex health care system. Emphasis is placed on professional, legal, ethical, and political issues and management concepts. Upon completion, students should be able to articulate professional and management concepts.

## Office Systems Technology

### OST 080    Keyboarding Literacy
2(1-2)    (Varies)
*Prerequisites:*   None        *Corequisites:*   None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

### OST 132    Keyboard Skill Building
2(1-2)    (Varies)
*Prerequisites:*   OST 080        *Corequisites:*   None

This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

### OST 133    Advanced Keyboard Skill Building
2(1-2)    (Varies)
*Prerequisites:*   OST 132        *Corequisites:*   None

This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs.

### OST 134    Text Entry & Formatting
3(2-2)    (F, S)
*Prerequisites:*   None        *Corequisites:*   None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents, and key timed writings at speeds commensurate with employability.

### OST 136    Word Processing
2(1-2)    (Varies)
*Prerequisites:*   OST 080        *Corequisites:*   None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

### OST 148    Medical Coding Billing & Insurance
3(3-0)    (F)
*Prerequisites:*   MED 121        *Corequisites:*   MED 122

This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy. This course

is a unique concentration requirement in the Medical Office Administration Program.

### OST 149    Medical Legal Issues
3(3-0)    (S)
*Prerequisites:* None    *Corequisites:* None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. This course is a unique concentration requirement in the Medical Office Administration Program.

### OST 164    Text Editing Applications
3(3-0)    (S)
*Prerequisites:* OST 080    *Corequisites:* None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

### OST 184    Records Management
2(1-2)    (F)
*Prerequisites:* None    *Corequisites:* None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

### OST 223    Machine Transcription I
2(1-2)    (F)
*Prerequisites:* OST 134, OST 136, and OST 164
*Corequisites:* None

This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

### OST 236    Adv Word/Information Proc
3(2-2)    (Varies)
*Prerequisites:* OST 136    *Corequisites:* None

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

### OST 241    Medical Office Transcription I
2(1-2)    (F)
*Prerequisites:* MED 122, OST 132, OST 164, OST 136
*Corequisites:* None

This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties. This course is a unique concentration requirement in the Medical Office Administration Program.

### OST 242    Medical Office Transcription II
2(1-2)    (S)
*Prerequisites:* OST 241    *Corequisites:* None

This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.

### OST 243    Medical Office Simulation
3(2-2)    (S)
*Prerequisites:* OST 148 and OST 241    *Corequisites:* None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. This course is a unique concentration requirement in the Medical Office Administration Program.

### OST 286    Professional Development
3(3-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

### OST 289    Office Systems Management
3(2-2)    (S)
*Prerequisites:* OST 134, OST 136, and OST 164
*Corequisites:* None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

## Physical Education

### *PED 110    Fit and Well for Life
2(1-2)    (Varies)
*Prerequisites:* None    *Corequisites:* None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

**\*PED 111    Physical Fitness I**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.

**\*PED 112    Physical Fitness II**
1(0-3)        (Varies)
*Prerequisites:*  PED 111        *Corequisites:*  None

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program.

**\*PED 113    Aerobics I**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

**\*PED 114    Aerobics II**
1(0-3)        (Varies)
*Prerequisites:*  PED 113        *Corequisites:*  None

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine.

**\*PED 115    Step Aerobics I**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics.

**\*PED 116    Step Aerobics II**
1(0-3)        (Varies)
*Prerequisites:*  PED 115        *Corequisites:*  None

This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine.

**\*PED 117    Weight Training I**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular en-

durance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

**\*PED 118    Weight Training II**
1(0-3) (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement and individualized advanced weight training program.

**\*PED 120    Walking for Fitness**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

**\*PED 121    Walk, Jog, Run**
1(0-3)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

**\*PED 122    Yoga I**
1(0-2)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.

**\*PED 123    Yoga II**
1(0-2)        (Varies)
*Prerequisites:*  PED 122        *Corequisites:*  None

This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga.

**\*PED 128    Golf-Beginning**
1(0-2)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf.

**\*PED 129    Golf-Intermediate**
1(0-2)        (Varies)
*Prerequisites:*  PED 128        *Corequisites:*  None

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf.

### *PED 130    Tennis-Beginning

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis.

### *PED 131    Tennis-Intermediate

1(0-2)        (Varies)
*Prerequisites:* PED 130        *Corequisites:* None

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis.

### *PED 132    Racquetball-Beginning

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the fundamentals of racquetball. Emphasis is placed on rules, fundamentals, and strategies of beginning racquetball. Upon completion, students should be able to play recreational racquetball.

### *PED 137    Badminton

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations.

### *PED 138    Archery

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery.

### *PED 139    Bowling-Beginning

*1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling.

### *PED 140    Bowling-Intermediate

1(0-2)        (Varies)
*Prerequisites:* PED 139        *Corequisites:* None

This course covers more advanced bowling techniques. Emphasis is placed on refining basic skills and performing advanced shots, spins, pace, and strategy. Upon completion, students should be able to participate in competitive bowling.

### *PED 143    Volleyball-Beginning

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball.

### *PED 144    Volleyball-Intermediate

1(0-2)        (Varies)
*Prerequisites:* PED 143        *Corequisites:* None

This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball.

### *PED 145    Basketball-Beginning

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

### *PED 146    Basketball-Intermediate

1(0-2)        (Varies)
*Prerequisites:* PED 145        *Corequisites:* None

This course covers more advanced basketball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play basketball at a competitive level.

### *PED 147    Soccer

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer.

### *PED 148    Softball

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball.

### *PED 149    Flag Football

1(0-2)        (Varies)
*Prerequisites:* None        *Corequisites:* None

This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football.

### *PED 152    Swimming-Beginning

1(0-2)        (SS)
*Prerequisites:* None        *Corequisites:* None

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able

to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards.

### *PED 153    Swimming-Intermediate
1(0-2)        (SS)
*Prerequisites:* None          *Corequisites:* None

This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills.

### *PED 154    Swimming for Fitness
1(0-3)        (SS)
*Prerequisites:* None          *Corequisites:* None

This course introduces lap swimming, aquacizes, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program.

### *PED 160    Canoeing-Basic
1(0-2)        (F, S)
*Prerequisites:* None          *Corequisites:* None

This course provides basic instruction for the beginning canoeist. Emphasis is placed on safe and correct handling of the canoe and rescue skills. Upon completion, students should be able to demonstrate basic canoeing, safe-handling, and self-rescue skills.

### *PED 161    Canoeing-Rivers
1(0-2)        (F, S)
*Prerequisites:* None          *Corequisites:* None

This course provides practice in the basic skills of river and whitewater canoeing. Emphasis is placed on river running, safety, and care of equipment. Upon completion, students should be able to demonstrate navigation in a moving current, canoe safety, and self-rescue skills.

### *PED 163    Kayaking-Basic
1(0-2)        (F, S)
*Prerequisites:* None          *Corequisites:* None

This course is designed to teach the basic skills of kayaking. Topics include forward and reverse strokes, sweeps, Eskimo roll, and self-rescue skills. Upon completion, students should be able to maneuver and demonstrate safe kayaking practices.

### *PED 164    Kayaking-Whitewater
1(0-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course covers the skills necessary to safely negotiate Class II and some Class III rapids. Topics include execution of a river roll, maneuvering, rescuing and retrieving kayaker and equipment. Upon completion, students should be able to safely negotiate Class II and some Class III rapids and perform all rescue skills.

### *PED 166    Sailing-Beginning
1(0-2)        (F, S, SS)
*Prerequisites:* None          *Corequisites:* None

This course provides instruction in the basic fundamentals of small boat sailing. Topics include sailing terminology, knot tying, rigging, and various skills necessary to maneuver the boat. Upon completion, students should be able to demonstrate safe handling of a small boat.

### *PED 167    Sailing-Intermediate
1(0-2)        (F, S, SS)
*Prerequisites:* None          *Corequisites:* None

This course covers more advanced sailing techniques. Emphasis is placed on competent small boat handling and small craft safety. Upon completion, students should be able to competently handle a small craft and pass the American Red Cross Small Boat Safety certification.

### *PED 170    Backpacking
1(0-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience.

### *PED 171    Nature Hiking
1(0-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes.

### PED 172    Outdoor Living
2(1-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course is designed to acquaint the beginning camper with outdoor skills. Topics include camping techniques such as cooking and preserving food, safety, and setting up camp. Upon completion, students should be able to set up camp sites in field experiences using proper procedures.

### *PED 186    Dancing for Fitness
1(0-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction.

### *PED 220    Exercise for Physically Challenged
1(0-2)        (Varies)
*Prerequisites:* None          *Corequisites:* None

This course is designed to improve physical strength, endurance, and range of motion while focusing on individual needs. Emphasis is placed on exercises which are designed and adapted to serve those with special needs. Upon completion, students should be able to show improved physical fitness, body awareness, and an appreciation for their physical well-being.

## *PED 260    Lifeguard Training

2(1-2)        (Varies)
*Prerequisites:*  PED 153      *Corequisites:*  None

This course covers the skills, knowledge, and techniques of lifesaving and lifeguarding. Topics include identifying and minimizing aquatic hazards, recognizing and effectively rescuing people in distress, and developing safety skills. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of lifesaving and lifeguarding to pass American Red Cross lifeguarding certification.

## *PED 262    Water Safety Instructor

2(1-2)        (Varies)
*Prerequisites:*  PED 153      *Corequisites:*  None

This course covers the knowledge and skills necessary to teach and certify others in the American Red Cross certification swimming programs. Emphasis is placed on teaching basic rescue skills, strengthening swimming strokes, and rescue and safety procedures. Upon completion, students should be able to demonstrate skills, knowledge, and techniques to pass the American Red Cross Water Safety Instructor's certification.

## *PED 270    Canoeing-Instructor

2(1-2)        (F, S)
*Prerequisites:*  PED 161      *Corequisites:*  None

This course is designed for those who desire to obtain American Red Cross certification to teach the Fundamentals of Canoeing course. Topics include lectures and laboratory practice in all aspects of canoeing, canoeing safety, and methods of teaching. Upon completion, students should be able to teach the Fundaments of Basic and River Canoeing.

## *PED 276    Sailing-Instructor

2(1-2)        (F, S)
*Prerequisites:*  PED 167      *Corequisites:*  None

This course is the American Red Cross program of instruction in small-craft water safety or the equivalent. Emphasis is placed on instructing students on how to teach individuals to handle small sailing craft. Upon completion, students should be able to obtain certification in American Red Cross Instructors Small Boat Safety.

# Physics

## *PHY 110    Conceptual Physics

3(3-0)        (Varies)
*Prerequisites:*  MAT 070      *Corequisites:*  None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

## *PHY 110A  Conceptual Physics Lab

1(0-2)        (Varies)
*Prerequisites:*  None      *Corequisites:*  PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

## PHY 131    Physics-Mechanics

4(3-2)        (Varies)
*Prerequisites:*  MAT 121      *Corequisites:*  None

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

## *PHY 151    College Physics I

4(3-2)        (Varies)
*Prerequisites:*  MAT 161 or MAT 171      *Corequisites:*  None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

## *PHY 152    College Physics II

4(3-2)        (Varies)
*Prerequisites:*  PHY 151      *Corequisites:*  None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

# Political Science

## *POL 110    Introduction to Political Science

3(3-0)        (Varies)
*Prerequisites:*  RDG 090, ENG 090/095      *Corequisites:*  None

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems.

## *POL 120    American Government

3(3-0)        (F)
*Prerequisites:*  RDG 090, ENG 090/095      *Corequisites:*  None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

**\*POL 220    International Relations**

3(3-0)        (S)

*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.

## PLUMBING

**PLU 110    Modern Plumbing**

9(4-15)

*Prerequisites:*  None        *Corequisites:*  None

This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

**PLU 111    Intro to Basic Plumbing**

2(1-3)

*Prerequisites:*  None        *Corequisites*  :None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

**PLU 130    Plumbing Systems**

6(3-9)

Prerequisites: None        Corequisites: None

This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.

## Psychology

**PSY 101    Applied Psychology**

3(3-0)        (F, SS)

*Prerequisites:*  RED 080 or ENG 085    *Corequisites:*  None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs.

**PSY 110    Life Span Development**

3(3-0)        (Varies)

*Prerequisites:*  None        *Corequisites:*  None

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

**\*PSY 150    General Psychology**

3(3-0)        (F, S)

*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**\*PSY 241    Developmental Psychology**

3(3-0)        (S)

*Prerequisites:*  PSY 150, RDG 090, ENG 090/095
*Corequisites:*  None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

**\*PSY 281    Abnormal Psychology**

3(3-0)

*Prerequisites:*  PSY 150, RDG 090, ENG 090/095
*Corequisites:*  None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

## Reading

Initial student placement in developmental courses is based on college placement testing policies and procedures. Students should begin developmental course work at the appropriate level.

**RED 080    Introduction to College Reading**

4(3-2)        (F, S, Var.)

*Prerequisites:*  None        *Corequisites:*  None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context.

This course does not satisfy the developmental reading prerequisite for ENG 111.

### RED 090    Improved College Reading
4(3-2)    (F, S, Var.)
*Prerequisites:* RED 080 or ENG 085    *Corequisites:* None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111.

# Real Estate

### RLS 112    Real Estate Fundamentals
5(5-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course provides basic instruction in real estate principles and practices. Topics include law, finance, brokerage, closing, valuation, management, taxation, mathematics, construction, land use, property insurance, and NC License Law and Commission Rules. Upon completion, students should be able to demonstrate basic knowledge and skills necessary for real estate sales.

### RLS 113    Real Estate Mathematics
2(2-0)    (F)
*Prerequisites:* None    *Corequisites:* None

This course provides basic instruction in business mathematics applicable to real estate situations. Topics include area computations, percentage of profit/loss, bookkeeping and accounting methods, appreciation and depreciation, financial calculations and interest yields, property valuation, insurance, taxes, and commissions. Upon completion, students should be able to demonstrate proficiency in applied real estate mathematics.

### RLS 117    Real Estate Broker
4(4-0)
*Prerequisites:* RLS 112    *Corequisites:* None

This course consists of advanced-level instruction on a variety of topics related to Real Estate law and brokerage practices. Topics include: real estate brokerage, finance and sales, RESPA, fair housing issues, selected NC Real Estate License Law and NC Real Estate Commission Rule issues. Upon completion, students should be able to demonstrate knowledge of real estate brokerage, law and finance.

# Real Estate Appraisal

### REA 101    Intro Real Est App R-1
2(2-0)    (Varies)
*Prerequisites:* None    *Corequisites:* None

This course introduces the entire valuation process, with specific coverage of residential neighborhood and property analysis. Topics include basic real property law, concepts of value and operation of real estate markets, mathematical and statistical concepts, finance, and residential construction/design. Upon completion, students should be able to demonstrate

adequate preparation for REA 102. This course is required for the Real Estate Appraisal certificate.

### REA 102    Valuation Prin & Prac R-2
2(2-0)    (Varies)
*Prerequisites:* REA 101    *Corequisites:* None

This course introduces procedures used to develop an estimate of value and how the various principles of value relate to the application of such procedures. Topics include the sales comparison approach, site valuation, sales comparison, the cost approach, the income approach, and reconciliation. Upon completion, students should be able to complete the Uniform Residential Appraisal Report (URAR). This course is required for the Real Estate Appraisal certificate.

### REA 103    Applied Res Prop Val R-3
2(2-0)    (Varies)
*Prerequisites:* REA 102    *Corequisites:* None

This course covers the laws and standards practiced by appraisers in the appraisal of residential 1-4 unit properties and small farms. Topics include Financial Institutions Reform and Recovery Enforcement Act (FIRREA), Uniform Standards of Professional Appraisal Practice (USPAP), and North Carolina statutes and rules. Upon completion, students should be able to demonstrate eligibility to sit for the NC Appraisal Board license trainee examination and to enroll in REA 201. This course is required for the Real Estate Appraisal certificate.

### REA 201    Intro Income Prop App G-1
2(2-0)    (Varies)
*Prerequisites:* REA 103    *Corequisites:* None

This course introduces concepts and techniques used to appraise real estate income properties. Topics include real estate market analysis, property analysis and site valuation, how to use financial calculators, present value, NOI, and before-tax cash flow. Upon completion, students should be able to estimate income property values using direct capitalization and to sit for the NC Certified Residential Appraiser examination. This course is required for the Real Estate Appraisal certificate.

### REA 202    Adv Inc Capital Proc G-2
2(2-0)    (Varies)
*Prerequisites:* REA 201    *Corequisites:* A financial calculator is required for this course

This course expands direct capitalization techniques and introduces yield capitalization. Topics include yield rates, discounted cash flow, financial leverage, and traditional yield capitalization formulas. Upon completion, students should be able to estimate the value of income producing property using yield capitalization techniques. This course is required for the Real Estate Appraisal certificate.

### REA 203    Applied Inc Prop Val G-3
2(2-0)    (Var).
*Prerequisites:* REA 202    *Corequisites:* None

This course covers the laws, rules, and standards pertaining to the principles and practices applicable to the appraisal of income properties. Topics include FIRREA, USPAP, Uniform Commercial and Industrial Appraisal Report (UCIAR) form, North Carolina statutes and rules, and case studies. Upon completion, students should be able to prepare a narrative re-

port that conforms to the USPAP and sit for the NC Certified General Appraisal examination. This course is required for the Real Estate Appraisal certificate.

# Sociology

### *SOC 210    Introduction to Sociology
3(3-0)        (F, S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

### *SOC 213    Sociology of the Family
3(3-0)        (F)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.

### *SOC 220    Social Problems
3(3-0)        (F, S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.

### *SOC 225    Social Diversity
3(3-0)        (F, S)
*Prerequisites:*  RDG 090, ENG 090/095    *Corequisites:*  None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.

# Spanish

### *SPA 111    Elementary Spanish I
3(3-0)        (F)
*Prerequisites:*  None        *Corequisites:*  SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

### *SPA 112    Elementary Spanish II
3(3-0)        (S)
*Prerequisites:*  SPA 111        *Corequisites:*  SPA 182

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

### *SPA 181    Spanish Lab 1
1(0-2)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

### *SPA 182    Spanish Lab 2
1(0-2)        (S)
*Prerequisites:*  SPA 181        *Corequisites:*  None

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

### *SPA 211    Intermediate Spanish I
3(3-0)        (F)
*Prerequisites:*  SPA 112        *Corequisites:*  None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

### *SPA 212    Intermediate Spanish II
3(3-0)        (S)
*Prerequisites:*  SPA 211        *Corequisites:*  None

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

# Surgical Technology

### SUR 110    Introduction to Surgical Tech.
3(3-0-0)    (F)
*Prerequisites:*  Enrollment in Surgical Technology program
*Corequisites:*  SUR 111

This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communication techniques used in surgical technology. Topics include historical development, medical terminology, microbiology, physical environment and safety measures, interdepartmental/peer/patient relationships, and professional behaviors. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

### SUR 111    Periop Patient Care
7(5-6-0)    (F)
*Prerequisites:*  Enrollment in Surgical Technology program
*Corequisites:*  SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative period. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

### SUR 122    Surgical Procedures I
6(5-3-0)    (S)
*Prerequisites:*  SUR 110 and SUR 111 and BIO 168
*Corequisites:*  SUR 123

This course introduces surgical pharmacology, anesthesia, wound healing physiology, and general, gastrointestinal, obstetrical/gynecological, urological, ENT, and plastic surgery specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

### SUR 123    SUR Clinical Practice I
7(0-0-21)    (S)
*Prerequisites:*  SUR 110 and SUR 111
*Corequisites:*  SUR 122

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

### SUR 134    Surgical Procedures II
5(5-0-0)    (SS)
*Prerequisites:*  SUR 123 and BIO 169    *Corequisites:*  None

This course introduces orthopedic, neurosurgical, peripheral vascular, thoracic, cardiovascular, and ophthalmology surgical specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

### SUR 135    SUR Clinical Practice II
4(0-0-12)    (SS)
*Prerequisites:*  SUR 123    *Corequisites:*  None

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

### SUR 137    Professional Success Preparation
1(1-0-0)    (SS)
*Prerequisites:*  SUR 123
*Corequisites:*  SUR 134 and SUR 135

This course provides job-seeking skills and overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

# Travel and Tourism

### TAT 110    Intro to Travel & Tourism
3(3-0)    (F)
*Prerequisites:*  None    *Corequisites:*  None

This course provides an overview of the travel and tourism industry. Topics include the history, career opportunities, economic impact, and terminology associated with the travel industry and the roles of travel agencies and suppliers. Upon completion, students should be able to demonstrate a basic understanding of the travel and tourism industry.

# Welding

### WLD 110    Cutting Processes
2(1-3)    (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc metals of varying thickness.

### WLD 111    Oxy-Fuel Welding
2(1-3)    (Varies)
*Prerequisites:*  None    *Corequisites:*  None

This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxy-fuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should

be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.

### WLD 112    Basic Welding Processes

2(1-3)        (F)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

### WLD 115    SMAW (Stick) Plate

5(2-9)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

### WLD 121    GMAW (Mig) FCAW/Plate

4(2-6)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbons steel with prescribed electrodes in the flat, horizontal, and overhead positions.

### WLD 122    GMAW (Mig) Plate/Pipe

3(1-6)        (Varies)
*Prerequisites:*  WLD 121        *Corequisites:*  None

This course is designed to enhance skills with the gas metal arc (Mig) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

### WLD 131    GTAW (Tig) Plate

4(2-6)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

### WLD 132    GTAW (Tig) Plate/Pipe

3(1-6)        (Varies)
*Prerequisites:*  WLD 131        *Corequisites:*  None

This course is designed to enhance skills with the gas tungsten arc (Tig) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

### WLD 141    Symbols & Specifications

3(2-2)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

### WLD 143    Welding Metallurgy

2(1-2)        (Varies)
*Prerequisites:*  None        *Corequisites:*  None

This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

## Wheels of Learning

### WOL 110    Basic Construction Skills

3(2-3)

*Prerequisites:*  None        *Corequisites:*  None

This course introduces the student to basic safety, tools, and skills commonly found in the construction related trades. Topics include safety, basic math, blueprints, hand and power tools, and rigging. Upon completion, students should have successfully completed the core curricula as identified by the National Center for Construction Education and Research.

# Directory

## The Comprehensive Community College

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of our society. As the name implies, a community college serves the educational needs of the area in which it is located by providing various types of educational programs for commuting students at a relatively low cost. Educational services can be broadly categorized into three areas: college transfer programs, occupational programs, and continuing education programs. Continuing education programs encompass activities ranging from adult basic education to general interest courses for college graduates.

## Governing Boards

### State Board of Community Colleges (2001 - 2002)

**H. Martin Lancaster,**
*President*

**Dr. G. Herman Porter,**
*Chairman*

**Mr. Peter D. Hans,**
*Vice Chairman*

**Mr. Hugh Bryant**

**Dr. Jeannette Council**

**Mr. Meigs C. Golden**

**Dr. Bob H. Greene**

**Mr. E. B. Hale**

**Ms. Carolyn Harmon**

**Ms. Sandra Hayes**

**Mr. Thomas C. King, Jr.**

**Ms. Anne-Marie Knighton**

**Mr. Chester Middlesworth**

**The Honorable Richard H. Moore,**
*Ex Officio*

**The Honorable Beverly Perdue,**
*Ex Officio*

**Ms. Hilda Pinnix-Ragland**

**Ms. Joanne Steiner**

**The Honorable E. Norris Tolson**

**Ms. Ann Turlington**

**Mr. Herbert L. Watkins**

**Mr. James J. Woody, Jr.**

**Daryl Mitchell,**
*Student Representative*

## COA Board of Trustees

**Patsy R. McGee,**
*Chair*

**Jan C. Riley,**
*Vice-Chair*

**Dr. Sylvester E. McKay,**
*Secretary*

### Governor's Appointees

|  | Term Expires |
| --- | --- |
| Jimmie Dixon | 6/30/05 |
| The Rev. Charles L. Foster | 6/30/03 |
| S. Paul O'Neal | 6/30/04 |
| Jerry R. Tillett | 6/30/02 |

### Pasquotank County Commissioners' Appointees

| Melvin R. Daniels, Jr. | 6/30/03 |
| --- | --- |
| Patsy R. McGee | 6/30/02 |
| G. Matt Wood | 6/30/04 |
| David B. Wright | 6/30/05 |

### Elizabeth City-Pasquotank County Board of Education's Appointees

| Maurice K. Berry, Jr. | 6/30/04 |
| --- | --- |
| Philip J. Donahue | 6/30/03 |
| Jan C. Riley | 6/30/05 |
| Veola R. Spivey | 6/30/02 |

### Dare County Board of Commissioners' Appointees

| Richard A. Johnson | 6/30/04 |
| --- | --- |
| Christopher L. Seawell | 6/30/05 |

### Chowan County Board of Commisioners' Appointee

| Harry Lee Winslow | 6/30/05 |
| --- | --- |

### Camden County Board of Commissioners' Appointee

| J. C. Rountree | 6/30/05 |
| --- | --- |

### Currituck County Board of Commissioners' Appointee

| Eldon L. Miller, Jr. | 6/30/04 |
| --- | --- |

### Gates County Board of Commissioners' Appointee

| Benjamin C. Saunders | 6/30/04 |
| --- | --- |

### Perquimans County Board of Commissioners' Appointee

| Dr. Georgia S. Lawrence | 6/30/05 |
| --- | --- |

### Student Representative

The college's Student Senate President serves as an ex officio member of the Board of Trustees.

## College of The Albemarle Foundation

### Board of Directors

The College of The Albemarle Foundation was formed in 1980 to strengthen and further the offerings of the college through the provision of funds for facilities, equipment, special activities, and scholarships. This non-profit organization is governed by a Board of Directors, whose members are appointed by the college's Board of Trustees. College administrators provide staff assistance for the foundation.

**Jim Perry,**
*President*

**Douglas S. Gardner,**
*Vice-President*

**George Little, Jr.,**
*Secretary*

**Diana Gallop,**
*Treasurer*

**Sandra D. Ray,**
*Executive Director*

**J. Samuel Roebuck,**
*Lifetime Member*

**William "Woody" Foreman,**
*Lifetime Member*

**Lloyd Ballance**

**Bruce Biggs**

**Phyllis Bosomworth**

**John Cooper**

**Rev. Charles L. Foster**

**James "Pat" Harrell**

**Frederick "Freddie" Hutchins**

**J. Wilson Jones, Jr.**

**Dr. Sylvester E. McKay**

**Wade Morgan**

**Edward O'Neal**

**S. Paul O'Neal**

**G. Elvin Small III**

**E. Morris Small, Jr.**

**Henry Stokes, Jr.**

**George T. Stringer**

**Peggy Anne Vaughan**

**Winnie Wood**

## Administrative Officers

**Dr. Sylvester E. McKay,**
*President*

**Dr. William E. Loflin, Jr.,**
*Vice President, Instruction*

**Vacant**
*Vice President, Business and Finance*

**Lynne M. Bunch,**
*Vice President, College Advancement*

**Ray G. Scaffa,**
*Vice President, Student Development*

**Teresa T. James,**
*Dean, Dare County Campus*

**Lynn Hurdle-Winslow,**
*Dean, Chowan County Center*

## Administrative Support Staff

### Academic Affairs

**Ryanee H. Whitehurst,**
*Associate Dean, Basic Skills Education and HRD*

**Floyd P. Horton,**
*Associate Dean, Continuing Education*

**Dr. William R. Sterritt,**
*Assistant to the Vice President for Instruction*

**Jerry Oliver,**
*Coordinator, Distance Education*

**Dr. Ann Parkinson,**
*Coordinator, Learning Lab and Learning Center*

**Sherry C. Hewitt**
*Director, Community Service Education*

**Debra S. Williams**
*Director, Cooperative Education and Job Placement*

**Robert B. Schenck**
*Director, Learning Resources Center*

**Vacant**
*Coordinator, Prison Education Programs*

**Wanda R. Fletcher**
*Instructor/Program Coordinator, HRD*

**Wanda M. Halstead**
*Program Coordinator, HRD*

**Louis E. Stephenson**
*Recruiter, Basic Skills Education
and Alternate GED Test Examiner*

## Business and Finance

**Carolyn F. LaDow**
*Director, Accounting*

**Deborah R. Holland**
*Director, Administrative Support Services*

**Sharon W. Fairchild**
*Director, Management Information Services*

**Ronald M. Hostutler**
*Director, Physical Facilities*

## College Advancement

**Ginger H. O'Neal**
*Business and Industry Services Assistant*

**Linda S. Williams**
*Director, Business and Industry Services*

**Wendy W. Brickhouse**
*Director, Human Resources*

**Amie L. Aydlett**
*Director, Marketing and Communications*

**Sandra D. Ray**
*Executive Director, Development and COA Foundation*

## President

**Sandra W. Strickland**
*Executive Assistant to the President*

## Student Development

**Vacant**
*Activities and Retention Advisor*

**Cherrie A. Boyce**
*Admissions and Testing Advisor*

**Emma L. Boyce**
*Assistant Director, Scholarships and Student Aid*

**Quay J. Dozier**
*Counselor, College Transfer/Evening Coordinator, Student Support Services Program*

**Wesley C. Alston**
*Counselor, Student Support Services Program*

**Kenneth L. Krentz**
*Director, Admissions and Testing*

**Martha W. Swain**
*Director, Counseling and Career Development*

**Angela R. Godfrey-Dawson**
*Director, Scholarships and Student Aid*

**Judy A. Gordon**
*Director, Student Activities/Counselor*

**Dr. Andrea R. Williams**
*Director, Student Support Services Program*

**Mary Louise Brown**
*Registrar*

**Vacant**
*Tutor Coordinator, Student Support Services Program*

## Chowan County Center

**Shirley O. Blount**
*Administrative Assistant*

**Brenda J. Cross**
*Administrative Assistant*

**Ella L. Holley**
*Director, Student Services*

## Dare County Campus

**Connie M. Mizelle**
*Administrative Assistant, Administrative Services*

**Vacant**
*Administrative Assistant, General Education*

**Virginia S. Tillett**
*Assistant Dean, Administrative Services and Coordinator, Continuing Education and Business Development*

**Dr. Emily G. Robertson**
*Assistant Dean/Coordinator, Student Services*

**Geoffrey W. Minter**
*Building Custodian*

**Marion Heller**
*Director, Learning Resources Center*

# Department Chairs

**C. Marion Harris, Jr.**
*Allied Health and Wellness*

**Althea A. Riddick**
*Business and Office Technology*

**Sandra N. Boyce**
*Communications and Fine Arts*

**Joseph W. Turner, Jr.**
*Computer Information and Electronics Technology*

**Rhonda L. Watts**
*Developmental Studies*

**Allen S. Aldridge**
*General Education*

**Dr. Ronald R. Riccardo**
*History, Social Sciences, and Public Services*

**Julie A. Long**
*Languages and Literature*

**Julian E. Aydlett, Jr.**
*Mathematics and Natural Sciences*

**Miriam S. Alexander**
*Training and Career Education*

## Other Support Staff

**Rita M. Layden**
*Accounts Payable Technician*

**C. Annette Roberson**
*Admissions Technician*

**Delores H. Harless**
*Assistant to the Director of Accounting*

**Randolph Harris**
*Computer Support Technician*

**Edith M. Poole**
*Courier/Administrative Support Services Assistant*

**Margaret L. Jones**
*HRD Case Management Technician*

**Dawn E. Rountree**
*IIPS System Administrator*

**Sonya B. Phelps**
*In-Take Technician/Child Care Coordinator, Student Support Services Program*

**Ruth E. Balf**
*Library Public Services Specialist*

**Shirley G. Outlaw**
*Library Technical Services Specialist*

**Clinton M. Perl**
*Library Technical Support Specialist*

**Wayman J. White**
*Network Administrator*

**Jesse L. Johnson**
*Printing Services Coordinator*

**Carrie P. Jones**
*Research Technician*

**Michelle W. Sheep**
*Senior Cashier*

**Trisha B. Sawyer**
*Student Aid Assistant*

**Renèe J. Shannon**
*Student Aid Assistant*

## Office Staff

**Glenna S. Pike**
*Basic Skills Education Administrative Assistant*

**Diane W. Leverette**
*Business and Industry Services Administrative Assistant*

**Angela W. Swain**
*COA Auditorium Administrative Assistant*

**Diane M. Sawyer**
*Continuing Education Administrative Assistant*

**Vacant**
*Development Office Administrative Assistant*

**Nancy P. Farmer**
*Faculty Administrative Assistant*

**Donna M. White**
*Faculty Administrative Assistant*

**Cathy D. Clair**
*Faculty Administrative Assistant*

**Rita O. Jennings**
*Instruction Administrative Assistant/Curriculum FTE Coordinator*

**Jennifer J. Bray**
*Instructional Aide, Learning Lab*

**Linda H. Lewis**
*Student Development Administrative Assistant*

**Patricia P. Lee**
*Telephone Operator/Receptionist*

## Custodial/Maintenance Staff

**Peter H. Bogardus**

**Doris A. Greene**

**Aresina D. Holley**

**Clyde Leverette**

**Harry L. Matney**

**Carlton McDonald**

**Donald R. Respass**

**Richard R. Seymour**

**Weymouth B. Stafford, Jr.**

**Otis L. Turner**

**Gladys M. Whitehurst**

# Faculty/Professional Staff

**Adams, Bobby K.**
*Chemistry and Physics*
B.S., Longwood College
M.S., West Virginia University

**Aldridge, Allen S.**
*Mathematics*
B.S., Wake Forest University
M.S., North Carolina State University

**Alexander, Karen**
*Business and Computers*
B.S., Norfolk State University

**Alexander, Miriam S.**
*Applied Mathematics*
B.S., East Carolina University

**Alston, Wesley C.**
*Counselor, Student Support Services Program*
B.A., St. Augustine's College
M.A., North Carolina Central University
J.D., Miles Law School

**Anderson, Jimmy R.**
*Business*
A.A.S., College of The Albemarle
B.S., Atlantic Christian College
M.A.Ed., East Carolina University (Business)
M.A.Ed., East Carolina University (Administration)

**Aydlett, Amie L.**
*Director, Marketing and Communications*
A.A., College of The Albemarle
B.A., University of North Carolina at Chapel Hill

**Aydlett, Julian E., Jr.**
*Mathematics*
A.B., University of North Carolina at Chapel Hill
M.A., East Carolina University

**Barefoot, Kay B.**
*Business Administration*
B.A., M.A., North Carolina State University

**Barnes, Mrs. Stacy R.**
*Developmental Mathematics*
B.A., University of Mississippi
M.A., Appalachian State University

**Barnes, Mr. Stacy R.**
*Economics*
B.S., M.A., Old Dominion University

**Beloat, Hollis A.**
*Sociology*
B.A., M.A., Western Kentucky University

**Bernard, Patricia L.**
*Marine Technology Program*
A.A.S., State University of New York
B.S., Eckerd College
M.S., University of North Carolina at Charlotte

**Bowden, S. Marcel**
*Basic Skills Education, Pasquotank Correctional Institution*
B.S., North Carolina Central University

**Boyce, Cherrie A.**
*Admissions and Testing Advisor*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Boyce, Emma L.**
*Assistant Director, Scholarships and Student Aid*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Boyce, Sandra N.**
*Speech/Drama*
A.B., M.A., University of North Carolina at Chapel Hill

**Brickhouse, Wendy W.**
*Director, Human Resources*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University
**Brown, Mary Louise**
*Registrar*
B.A., University of California

**Bunch, Lynne M.**
*Vice President, College Advancement*
B.S., University of North Carolina at Chapel Hill
M.A.Ed., East Carolina University

**Bush, Jeff**
*Mechanical Drafting Technology*
A.A.S., Mechanical Drafting
Diploma, Advanced Machinist, College of theAlbemarle

**Carter, Jeffrey C.**
*Health/Wellness and Physical Education*
B.A., University of North Carolina at Wilmington
M.A.Ed., Western Carolina University

**Cartwright, Mark H.**
*Air Conditioning, Heating and Refrigeration*
B.A., Lincoln Memorial University

**Davidson, Richard J.**
*Business Information Technology*
B.S., University of Washington
M.S., Naval Postgraduate School

**DeCastillia, Garrett W.**
*Carpentry, Pasquotank Correctional Institution*
A.A., Saint Leo College

**DeStefano, Joseph J.**
*School Director, Basic Law Enforcement Training Program*
A.A.S., Tidewater Community College
B.S., Old Dominion University
M.P.A., Troy State University

**Dozier, Quay J.**
*Counselor, College Transfer/Evening Coordinator,*
*Student Support Services Program*
B.A., Elizabeth City State University

**Dubbè, Marsha A.**
*Nursing*
B.S.N., West Virginia University
M.S.N., Duke University

**Elwood, Sharon B.**
*Early Childhood Education*
A.A., B.S., University of Maryland
M.Ed., Boston University

**Etheridge, Rex D.**
*History*
B.A., M.A.T., University of North Carolina at Chapel Hill

**Fairchild, Sharon W.**
*Director, Management Information Services*
A.A.S., University of Hawaii

**Farless, Patti B.**
*Nursing*
B.S.N., University of North Carolina at Chapel Hill
M.A.Ed., East Carolina University

**Fletcher, Wanda R.**
*GED Chief Examiner*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Foster, Edward S., Jr.**
*Basic Skills Education, Pasquotank Correctional Institution*
B.A., Norwich University
M.A., University of Southern California

**Gerszewski, Pamela D.**
*Developmental Mathematics*
B.S., Elizabeth City State University

**Gibbons, James C.**
*Computer/Network Engineering*
B.S., Regents College

**Godfrey-Dawson, Angela R.**
*Director, Scholarships and Student Aid*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Gordon, Judy A.**
*Director, Student Activities/Counselor*
B.A., Christopher Newport University
M.S., Troy State University

**Gregory, David B.**
*Biology*
A.B., M.A.Ed., East Carolina University

**Gregory, William F.**
*Electricity, Pasquotank Correctional Institution*
Certified Electrician

**Hale, Linda B.**
*Mathematics*
B.S., M.S., Radford College

**Hale, William S., Jr.**
*Diploma, Surgical Technology, School of Surgical Technology, Sentara Norfolk General Hospital*
Certified Surgical Technologist

**Halstead, Wanda M.**
*Program Coordinator, HRD*
A.A., College of The Albemarle
B.S., Elizabeth City State University

**Harrell, Dara H.**
*Cosmetology*
Diploma, Cosmetology, Mitchell's Hair Styling Academy

**Harris, C. Marion, Jr.**
*Health and Physical Education*
A.A., College of The Albemarle
B.S., Atlantic Christian College
M.A.Ed., East Carolina University

**Haskett, Jacqueline A.**
*Accounting*
M.B.A., M.TX, Old Dominion University

**Hedrick, Marc V.**
*Criminal Justice Technology*
B.S., M.S. Ed., Southern Illinois University at Carbondale

**Heller, Marion**
*Director, Learning Resources Center*
B.A., Transylvania University
M.A., Indiana University

**Hill, Benjamin F., III**
*Art*
B.S., M.A., East Carolina University

**Holland, Deborah R.**
*Director, Administrative Support Services*
A.A.S., College of The Albemarle

**Holley, Ella L.**
*Director, Student Services*
B.A., Elizabeth City State University

**Hood, Ellwood R.**
*Computer Network Engineer*
B.S., Virginia Polytechnic Institute
M.S., The Catholic University of America

**Horton, Floyd P.**
*Associate Dean, Continuing Education*
B.S., West Virginia State College
M.A., Marshall University

**Hughes, Beth A.**
*Psychology*
B.A., Grove City College
M.S., Millersville

**Hurdle-Winslow, Lynn**
*Dean, Chowan County Center*
B.A., East Carolina University
M.Ed., North Carolina State University

**James, Teresa T.**
*Dean, Dare County Campus*
B.A., Wheaton College
M.A., Northern Illinois University

**Jennings, Lynn B.**
*Medical Office Administration*
A.A., College of The Albemarle
B.S., East Carolina University

**Johnson, Martha P.**
*Nursing*
B.S., University of North Carolina at Chapel Hill
B.A., Salem College
M.A., Ed., East Carolina University

**Johnson, Sam L.**
*Theatre Manager/Technical Director*
A.A., Treasure Valley Community College
B.A., Boise State University
M.F.A., Utah State University

**Jones, Elizabeth W.**
*Practical Nursing*
B.S.N., East Carolina University

**Jordan, Patricia B.**
*Associate Degree Nursing*
B.S.N., East Carolina University
M.S.N., University of North Carolina at Chapel Hill

**Knight, Linda C.**
*English*
B.A., The College of Charleston
M.A., University of Charleston

**Krauss, Kerry**
*Computer/Electronics Engineering Technologies*
A.A., A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Krentz, Kenneth L.**
*Director, Admissions and Testing*
B.A., Franconia College
M.S., Long Island University

**LaDow, Carolyn F.**
*Director, Accounting*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Lauten, Jan M.**
*Developmental English and Travel and Tourism Technology*
B.A., M.A., University of North Carolina at Greensboro
Certified Travel Counselor, Destination Specialist

**Leete, Jerome B.**
*Biology*
B.A., Florida Southern
B.S., M.S., East Carolina University

**Loflin, William E., Jr.**
*Vice President for Instruction*
B.A., Mars Hill College
M.A., Appalachian State University
Ph.D., Florida State University

**Long, Julie A.**
*English*
B.A., University of Central Florida
M.A., Barry University

**Lowney, Robert J.**
*Foodservice Technology, Pasquotank Correctional Institution*
B.S., M.S., Central Michigan University

**Loy, Vicki F.**
*English*
B.A., M.A., East Carolina University

**Madre, Jeffrey C.**
*Computer/Network Engineering*
A.A.S., College of The Albemarle

**Martin, Altovise T.**
*Business Information Technology*
B.S., Elizabeth City State University

**McKay, Sylvester E.**
*President*
B.S., M.S., Ph.D., North Carolina State University

**McKinley, Colleen B.**
*English*
B.A., University of Oregon
M.A.I.S., Oregon State University

**McNally, Peter**
*Building Construction Technology*
B.A., Upper Iowa University

**McNary, Orville E.**
*Electrical/Electronics Technology*
USCG (Retired); Certified Electrician

**Morgan, Erskine, E., II**
*Basic Skills Education, Pasquotank Correctional Institution*
B.S., Hampton University
M.A., Norfolk State University

**Munden, Winfred**
*Welding Technology*
Diploma, Advanced Machinist, College of the Albemarle;
Wheels of Learning Certified

**Nixon, Stanley E.**
*Machining Technology*
Diploma, Advanced Machinist, College of The Albemarle

**Oliver, Jerry**
*Coordinator, Distance Education*
B.A., Norwich University
M.E., Boston University

**Omer, Mary Pat**
*Nursing*
B.S.N., Spalding University
M.S., Old Dominion University

**O'Neal, Ginger H.**
*Business and Industry Services Assistant*
B.S., Elizabeth City State University

**Overman, Gwendolyn W.**
*Nursing Assistant*
Diploma, Louise Obici School of Nursing

**Parker, LeVern D.**
*History and Geography*
B.S., Campbell University
M.A., Salisbury State University

**Parkinson, Ann**
*Coordinator, Learning Lab and Learning Center*
B.A., Purdue University
M.S., Southern Connecticut State University
Ph.D., University of South Florida

**Partyka, Michael M.**
*Air Conditioning, Heating and Refrigeration, Pasquotank Correctional Institution*
A.A., University of Phoenix

**Procopio, Joseph G.**
*Music – Miles Clark Endowed Chair*
B.S., M.S., Crane School of Music, State University of New York College at Potsdam

**Ray, Sandra D.**
*Executive Director, Development and COA Foundation*
A.A., Paul D. Camp Community College

**Riccardo, Barbara D.**
*Foreign Languages*
B.S., Ohio Wesleyan University
M.A., University of Arizona

**Riccardo, Ronald R.**
*History*
B.A., Bloomfield College
M.A., Appalachian State University
Ph.D., Southeastern University

**Riddick, Althea A.**
*Office Systems Technology*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University
M.S., East Carolina University

**Rion, Hank**
*Musical Theatre/Theatre*
B.F.A., Valdosta State University
M.F.A., CUNY-Brooklyn College

**Robertson, Emily G.**
*Assistant Dean/Coordinator, Student Services*
B.A., Longwood College
M.A., Regent University
Ed.D., The College of William and Mary

**Rosenblatt, Harry J.**
*Computer Information Systems*
B.A., Long Island University
J.D., Columbia University

**Rossman, Jane S.**
*Computer Information Systems and Programming*
A.A., A.A.S., College of The Albemarle
B.S., Elizabeth City State University
M.A. Ed., East Carolina University

**Scaffa, Ray G.**
*Vice President, Student Development and Dean of Students*
B.A., M.A.Ed., Northeastern University

**Schenck, Robert B.**
*Director, Learning Resources Center*
B.A., Pennsylvania State University
M.L.S., Indiana University

**Schmidt, Steven J.**
*Basic Skills Education*
B.A., M.A.Ed., Wake Forest University

**Sharpe, William H.**
*Biology*
B.S., Lynchburg College
M.S. Ed., University of Georgia

**Slack, Kenneth L.**
*English*
B.A., Southeastern Louisiana University
M.A., San Diego State University
J.D., Tulane University, School of Law

**Smith, John L., III**
*Computer/Network Engineering*
B.S., North Carolina State University

**Stancil, Angela S.**
*English*
B.S., M.A.Ed., East Carolina University

**Stephenson, Louis E.**
*Recruiter, Basic Skills Education and Alternate GED Test Examiner*
A.A., College of The Albemarle
B.A., Elizabeth City State University

**Sterritt, Patricia F.**
*Nursing*
A.A.S., College of The Albemarle
B.S., Peru State University
B.S.N., M.S.N., East Carolina University

**Sterritt, William R.**
*Health and Physical Education*
B.S., M.S., Ed.D., University of Southern Mississippi

**Swain, Martha W.**
*Director, Counseling and Career Development*
B.A., B.S., Elizabeth City State University
M.A.Ed., East Carolina University
National Certified Counselor
Licensed Professional Counselor

**Tillett, Virginia S.**
*Assistant Dean, Administrative Services and Coordinator, Continuing Education and Business Development*
A.A., College of The Albemarle
B.S., Elizabeth City State University

**Turner, Joseph W., Jr.**
*Business*
B.S., East Carolina University
M.S., University of North Carolina at Greensboro

**Warren, Ruth G.**
*Developmental Reading*
B.S., Elizabeth City State University
M.A.Ed., East Carolina University

**Watts, Rhonda L.**
*Mathematics*
B.A., M.A.Ed., East Carolina University

**White, Melody L.**
*Practical Nursing*
B.S.N., East Carolina University

**Whitehurst, Ryanee H.**
*Associate Dean, Basic Skills Education and HRD*
B.A., North Carolina State University
M.S., Old Dominion University

**Whitfield, I. Marie**
*Basic Skills Education, Pasquotank Correctional Institution*
B.S. Ed., Elizabeth City State University

**Williams, Andrea R.**
*Director, Student Support Services Program*
B.S., Elizabeth City State University
M.S.W., Atlanta University
Ed.D., North Carolina State University

**Williams, Debra S.**
*Director, Cooperative Education and Job Placement*
A.A.S., College of The Albemarle
B.S., Elizabeth City State University

**Williams, Linda S.**
*Director, Business and Industry Services*
B.A., University of Richmond
M.B.A., East Carolina University

**Wilson, Grace G.**
*Developmental Reading and English*
B.A., Smith College
M.A., Ph.D., University of Pennsylvania

**Wilson, Harriette**
*Early Childhood Education*
B.A., Chicago State University
M.Ed., University of Minnesota

**Winslow, Percy L., Jr.**
*Business Administration*
B.A., B.S., M.A., East Carolina University

*College of The Albemarle Catalog does not include a listing of part-time faculty. The Vice President for Instruction, the Dean of the Dare County Campus, the Dean of the Chowan County Center, the Associate Dean for Continuing Education, or the Director of Human Resources may be contacted for information about part-time faculty members.*

# Office Locations

| Elizabeth City Campus | Building/Room |
|---|---|
| Adult and Continuing Education Courses | |
|     Continuing Education Office | E-129 |
| Application for Admissions | |
|     Admissions/Student Development Office | A-118 |
| Application for Graduation | |
|     Student Development Office | A-118 |
| Athletic and Intramural Information | |
|     Health and Physical Education Office | C-139a |
| Basic Skills Education Office | E-134 |
| (ABE, AHS, CED, ESL, GED) | |
|     HRD Program, Learning Lab | B-214, B-218 |
| Business and Industry Services | |
|     Small Business Center Office | E-104/E-109 |
| Career Development Center | B-110 |
| Cooperative Education & Job Placement | E-214 |
| Counseling and Career Dev. Director | B-110 |
| COA Auditorium | D Building |
| COA Foundation | E-104 |
| Counseling Services | |
|     Student Development Office | A-118 |
| Credit by Examination and CLEP Information | |
|     Registrar's Office | A-121 |
| Distance Education | E-133 |
| Evaluation of Transfer Credit | |
|     Registrar's Office | A-121 |
| Financial Aid Applications | |
|     Scholarships and Student Aid Office | A-114 |
| First Aid Kit | |
|     A/C and Refrigeration Shop | C-153 |
|     Cashier | A-129 |
|     Cosmetology | C-129, C-145 |
|     Health and Physical Education Office | C-135 |
|     Machine Shop | C-138 |
|     Information Desk | A Lobby |
| Food Service | |
|     Student Center | A-151 |
| Insurance (Accident and Malpractice) | |
|     Cashier's Office | A-129 |
| Learning Lab | B-218 |
| Library/Learning Resources Center | B-101 |
| Lost and Found | |
|     Switchboard Operator | A Lobby |
| Parking Information | |
|     Vice President for Business and Finance | A-128 |
|     Information Desk | A Lobby |
| Physical Facilities/Grounds Security | |
|     Vice President for Business and Finance | A-128 |
|     Director of Physical Facilities | Maint. Bldg. |
| Registration Change Notice (Drop/Add) | |
| Advisor's Office | Varies |
|     Student Development Office | A-118 |
| Small Business Center | E-104/E-109 |
| Student Clubs/Activities | A-118/A-119 |
| Student Support Services and Tutoring | A-122/A-123 |
| Student Support Services Offices | A-122/A-123 |
| Textbooks | |
|     New and Used books/ supplies - Bookstore | A-150 |
| Transcript Requests | |
|     Student Development Office | A-118 |
| Transfer Information | |
|     Advisor's Office | Varies |
|     Student Development Office | A-118 |
| Tuition and Fees Payment | |
|     Cashier's Office | A-129 |
| Veteran's Benefits | |
|     Registrar's Office | A-121 |

| Dare County Campus | Room |
|---|---|
| Academic Counseling | |
|     Student Development Office | Admin. Bldg. 104 |
| Adult and Continuing Education Courses | |
|     Continuing Education Office | Admin. Bldg. 103/ Tech. Bldg. 203 |
| Application for Admission | |
|     Information Desk | Admin. Bldg. 100 |
| Application for Graduation | |
|     Advisor's Office | Varies |
|     Student Development Office | Admin. Bldg. 104 |
| Curriculum Information | Admin. Bldg. 105 |
| Dean's Office | Admin. Bldg. 110 |

### Basic Skills Education Office

| | |
|---|---|
| Financial Aid Applications | |
|     Information Desk | Admin. Bldg. 100 |
| Lost and Found | |
|     Custodian | Tech. Bldg. 223 |
| Media Center/Library | Admin. Bldg. 116 |
| Physical Plant | |
|     Business and Finance Office | Tech. Bldg. 203 |
| Registration Change Notice (Drop/Add) | |
|     Advisor's Office | Varies |
| Registrar's Office | Admin. Bldg. 107 |
| Student Development Office | Admin. Bldg. 104 |
| Textbooks | |
|     Bookstore | Admin. Bldg. 121 |
| Transcript Requests | |
|     Student Development Office | Admin. Bldg. 104 |
| Tuition and Fees Payment | |
|     Cashier's Office | Admin. Bldg. 111 |

| Chowan County Center | Room |
|---|---|
| Academic Counseling | |
|     Student Services | 107 |
| Adult and Continuing Education Courses | |
|     Continuing Education Office | 133 |
| Application for Admission | |
|     Front Office | 102 |
| Application for Graduation | |
|     Front Office | 102 |

### Basic Skills Education Office

| | |
|---|---|
|     Student Services | 107 |
| Curriculum Information | 107 |
| Dean's Office | 134 |
| Financial Aid Applications | |
|     Front Office | 102 |
|     Reference Center | ESC - Joblink Center |
| GED | |
|     Learning Center | 110 |
|     HRD Program | 112 |
| Lost and Found | |
|     Front Office | 102 |
| First Aid Kit | |
|     Front Office | 102 |
| Registration Change Notice (Drop/Add) | |
|     Front Office | 102 |
|     Student Services | 107 |
| Textbooks | |
|     Bookstore | 131 |
| Transcript Requests | |
|     Student Services | 107 |
|     Front Office | 102 |
| Tuition and Fees Payment | |
|     Front Office | 102 |

# Campus Maps

**Dare County Campus**

**132 Russell Twiford Road**

**Manteo, NC 27954**

**(212) 473-2264**

**Diane Baum St. Clair
Technology Education Center**
Classrooms
Computer Labs
Information Highway Room (IHR)

CANAL
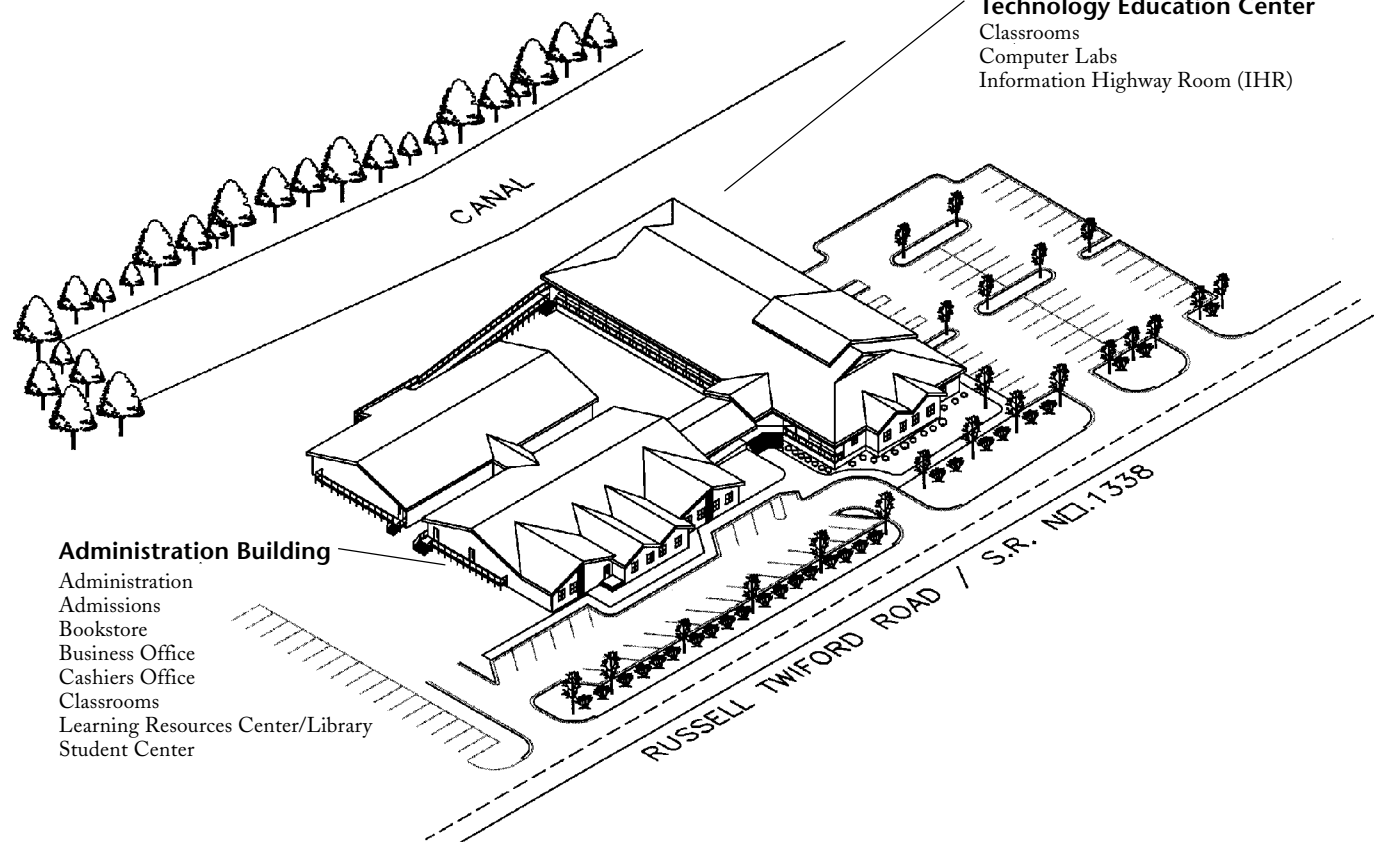
**Administration Building**

Administration
Admissions
Bookstore
Business Office
Cashiers Office
Classrooms
Learning Resources Center/Library
Student Center

RUSSELL TWIFORD ROAD / S.R. NO.1338

# Campus Maps

**Elizabeth City Campus**

**1208 North Road Street**

**Elizabeth, NC 27906**

**(252) 335-0821**

**A Building**
Administration
Admissions
Bookstore
Cashier/Business Office
Classrooms
Student Center
Student Development

**D Building**
Community Center Auditorium
Classrooms
Box Office

**F**
Box Office Enterance

**B Building**
Career & Life Planning
Classrooms
Human Resources Development
Learning Lab
Learning Resources Center/Library
Lecture Auditorium
Student Support Services
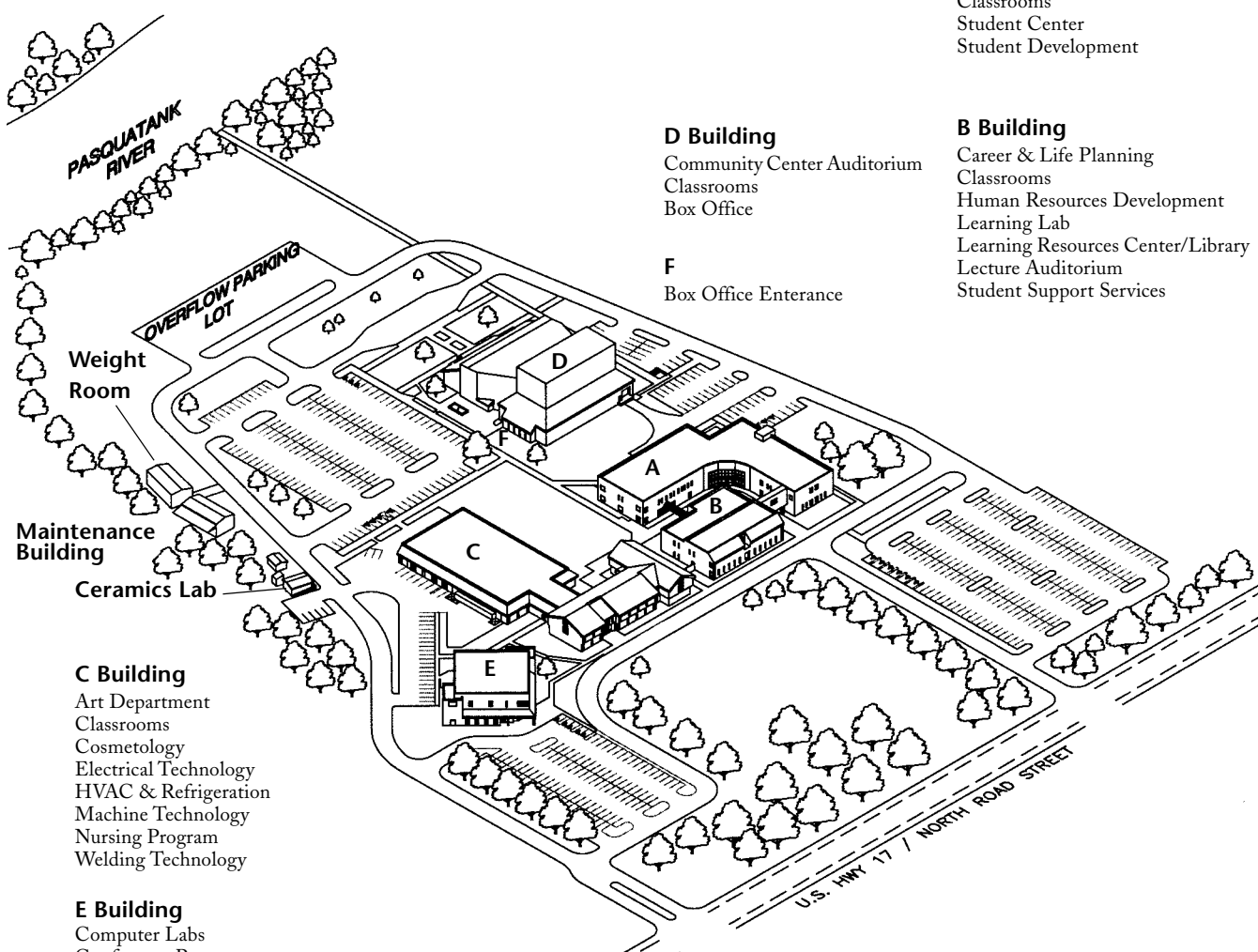


**C Building**
Art Department
Classrooms
Cosmetology
Electrical Technology
HVAC & Refrigeration
Machine Technology
Nursing Program
Welding Technology

**E Building**
Computer Labs
Conference Rooms
Continuing Education
Information Highway Room (IHR)
Small Business Center

# Index

## S

## T

## V

## W